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ABSTRACT

The curriculum guide presents the activities component of the Human Development Program for the first grade. The Human Development Program (HDP) is an affective curricular approach developed by psychologists to aid teachers in instilling responsibility and self-confidence in children. The guide presents topics and directions for 180 sequential Human Development Sessions in which teachers and students sit in a circle (called a Magic Circle) for 20 minutes each day to talk about feelings. The topics are based upon awareness, self-confidence (also called mastery), and social interaction. The major objectives are to encourage children to show acceptance of others, and to listen to and focus upon the feelings of others. First grade discussion topics reinforce these objectives by dealing with ambivalence in feelings, thoughts, and behavior; the difference between effective and ineffective behavior; and the difference between reality and fantasy. The format of each Magic Circle topic includes instructions to the teacher on how to prepare the session, explain the topic, lead the daily session, and help the children review and summarize what they learned. (Author/DB)

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HUMAN DEVELOPMENT PROGRAM

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U.S. DEPARTMENT OF HEALTH,
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Level I
Activity Guide

Revised 1972

by

Harold Bessell, Ph. D.

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FOREWORD

The reader is now in possession of one part of the Human Development Program. This is Level I of the Lesson Guides. Two levels have preceded, and five more levels are to follow. These eight levels comprise the Activity Guides portion of the program on the elementary level. In addition, there are the Developmental Profile scales and theoretical materials.

Before proceeding to examine or use the contents of this activity guide, it is recommended that the teacher read the Theory Manual. These materials provide a strong background and give the rationale for the activities that are used. They also explain how they have been derived from research with the children, why there are the three basic themes of awareness, mastery and social interaction, why different emphases are placed at different age levels, and how the sequential arrangement for best development was determined.

For the teacher's guidance the rationale behind the activity is given. However, only after a thorough reading of the Theory Manual, will the teacher have sufficient background and understanding of the program to realize that these activities are not just interesting ideas that were thought up. Rather, the teacher will realize that these ego-strengthening and character-building activities appear here only after the antecedents of neurosis were studied clinically and the problem areas were field tested with large numbers of children over many years to see what is meaningful and useful to them as they are able to see the issues. The reader now holds one broad link, therefore, in the long and fascinating chain of human development.

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INTRODUCTION

The Human Development Program . . .

is a curricular approach which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

The Human Development Program incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is a systematic plan which reduces the chance factor for growth in the affective domain. The scope and sequence of the activities provide experiential lessons for the development of skills children need for effective personal adjustment, success in academic endeavors, and other life challenges. The child learns to appreciate what others do for him. He is permitted to be honest about his resentments instead of learning to deny their existence or to repress them. For twenty minutes each day, the learning climate for the children is open and free in the security of the circle session.

In the Circle Session . . .

the children and their teacher, who serves as leader/catalyst, verbally explore themselves and each other every day through group interaction in activities related to specific goals. These goals are met by using group techniques tailored for elementary school children.

Throughout the twenty-minute session, an atmosphere of acceptance prevails. Children are encouraged to share their feelings genuinely and to learn to listen and observe others.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by "going first". After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively, the teacher says less in each session – giving more of the responsibility to the children as they are ready to assume it. Sample circle topics are:

"It made me feel good when . . ."
"I made someone feel bad when I . . ."
"Something I do very well is . . ."
"What can I do for you?"

In preschool and kindergarten, the children participate in "Mastery" sessions which are specifically designed to give them deserved positive feed-back which enhances their feelings about their own ability to manipulate their environment, thus building their self-esteem.

The Design of the Human Development Program . . .

is semi-structural, flexible, and open-ended. It is a developmental curriculum in the area of affective education. The experiences at each level prepare children to move into each sequential level progressively. The program is much like a developmental reading program, in that the skills learned at one level form the foundation for growth in the next.

Even though the program is designed to begin with four year olds, it may be inaugurated at any level. Currently available are Levels A (pre-school); B (kindergarten) and I, II, III and IV, corresponding to the respective grade levels. Levels V and VI for grades five and six are in the developmental stage, and will be available at a later date.

Inquiries regarding the program materials may be directed to:

HUMAN DEVELOPMENT TRAINING INSTITUTE
7574 University Avenue
La Mesa, California 92041

This Activity Guide . . .

contains directions for 180 Human Development Circle Sessions for teachers and children in the classroom – one for every day of the school year. Each activity has been researched with groups of children and modified as needed to make it meaningful and practical. The sequential order in which the activities are presented has been determined through research with the ideal in mind that a positive cumulative effect will take place in the children, bringing about significant personal growth.

Each activity relates to one of the following three major areas of personal development. Awareness, Mastery (or self-confidence), and Social Interaction. At the outset, the sessions are led by the teacher who serves as guide. Gradually, they encompass the children's-choice concept (in which the children share in deciding which circle session topic they wish to discuss) and child-leadership (wherein a child assumes the responsibility for leading the session).

In each session, the purposes and the behavior practiced are to show *acceptance*, to *listen* and *pay attention* to each other, and to focus on the *feelings* each person has.

MOST OF THE ACTIVITIES – PERHAPS ALL OF THEM – WILL BE VERY APPROPRIATE FOR YOUR GROUP AND SOME OF THEM MAY NOT. AS GROUPS DIFFER WIDELY, YOU MAY FIND IT NECESSARY TO BE SELECTIVE IN YOUR USE OF THE ACTIVITIES. ONCE YOU AND THE CHILDREN HAVE LEARNED TOGETHER HOW A CIRCLE SESSION WORKS, THERE MAY BE TIMES IN WHICH YOU OR THE CHILDREN MAY THINK OF A UNIQUE TOPIC OF YOUR OWN TO DISCUSS WHICH MEETS YOUR OWN PARTICULAR NEEDS. IF YOU ARE A BEGINNER WITH THE PROGRAM AND YOU ARE NOT SURE HOW THE ACTIVITIES WILL AFFECT THE CHILDREN AND YOU DO NOT FEEL THE NEED TO MAKE ADJUSTMENTS, IT IS RECOMMENDED THAT YOU FOLLOW THE GUIDE CLOSELY WITH RESPECT TO SEQUENCE. THE GREATEST VALUE COMES WHEN THE PROGRAM IS PRACTICED DAILY, OR AS CLOSE TO THAT IDEAL AS POSSIBLE.

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives

Level	Grade	Age	Groupings	Strategies	Objectives
A	Pre-School	4	Single Circle 8-14	Encouragement to talk, listen succeed.	Improve self-control and ability to listen and express; develop self-confidence and understanding of inter-personal interaction. Tolerance for individual differences. Understanding of universalization principle – emphasis on common human traits.
B	Kg.	5	Single Circle 8-14	As above. Deal with negative as well as positive topics.	As above. Increase self-acceptance and understanding of social interaction, individual differences, tolerance. Increase verbal expression and listening skills. Begin coping with mixed feelings.
1	First	6	First one circle 8-14; then add self-controlled children to outer ring until whole class is in two concentric rings. Teacher and child leaders alternate.	As above. Discuss 1) ambivalence in feelings, thoughts, behaving, 2) effective and ineffective behavior, 3) reality and fantasy. Discuss variables of inclusion, exclusion, warmth, coldness, making of decisions. Begin leadership experiences.	As above. Effective self-control, ability to comfortably experience ambivalence, improve reality testing, self-confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
II	Second	7	As above.	As above. Continued presentation of methods of awareness, coping, social interaction. Character development is fostered by challenge, commitment, and direct interpersonal communication with peers. Continued decision-making and child leadership.	As above. Articulation of wide range of experiences in positive and negative feelings, thoughts, and behavior. Self-confidence and positive self-concept. Ability to distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision-making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.

HUMAN DEVELOPMENT PROGRAM

Levels, Group Arrangements, Strategies, and Objectives (continued)

Level	Grade	Age	Groupings	Strategies	Objectives
III	Third	8	As Above.	As above. Further challenge to self-sufficiency, integration, honesty. Emphasize social interaction responsibility, keeping commitments. Decision-making, child leadership.	As above. Self-control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others with skill in detecting discrepancies between verbalization and performance. Wise decision-making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.
IV	Fourth	9	As above.	As above. Challenge to recognize psychological similarities and differences between the sexes. Role playing. Micro Lab. Experiences with authenticity and duplicity and problem solving. Exploring dreams and practice at problem solving.	As above. Accepting and reflective listening. Deeper self-awareness and understanding of social relationships. Fuller acceptance of responsibility for their own behavior.
V			In developmental stages.		
VI			In developmental stages.		

LEADING THE CIRCLE SESSION

You aren't teaching a lesson. You're relating to people. Set a positive atmosphere by warmly drawing everyone into the circle. Establish eye contact with each child. Always use each child's name as you speak to him. To get things started, describe the task: "I'm going to ask a question only you know the answer to. Everyone will have the right answer. You don't have to say anything if you don't want to . . ." Then state the task. Extend a general invitation: "Who would like to go first?" If there are no volunteers, give a personal example of your own: "What gives me a good feeling is my guitar. It makes me feel good when I play it." If it is not necessary for you to take your turn first, do so later. (It is important to the children to learn about you too.) Rather than calling on the children to speak, just wait and let them begin when they are ready. When silences occur, wait patiently. The children need time to think about what they are going to say. Others need time to gather courage. After a bit, you might help them to do this by saying, "Let's all close our eyes and think about . . ." If more than one child begins to talk at a time, ask all but one child to wait and listen. Assure them that everyone will have a turn.

When the children begin to respond, accept their contributions, helping them focus on the *feelings* involved in their statements rather than the content. Point out the feelings: "Riding your bike gives you a good feeling, David. We like knowing what makes *you* feel good. We are interested in the feelings *you* have." Focus on feelings also non-verbally with eyes, touch and gesture. Model accepting, rather than judgmental behavior, showing the children that in the circle, each person is respected as his unique self. At first children sometimes copy each other or say what they think you want to hear, because they fear non-acceptance, ridicule or rejection. Remember the reasons for this behavior. In a general way, assure the group that it is OK for them to tell their real feelings. In time, these children will begin to feel safe. Even if a silly response comes, accept the feelings behind what is said: "It's all right and good for us to say what we feel, even if we think it's silly." If he describes a negative action, such as hurting someone and says it made him feel good, do not reject him. See if he can tell how he thinks the person felt. Try to keep the focus on the feelings of the people involved. Deal with the issue seriously and with him respectfully. Showing acceptance for him and what he feels does not mean that you are showing that you condone the action.

Listening in the circle is essential. Indeed, it is one of the basic purposes of the Human Development Program. Make sure the children understand that listening is expected of everyone. Tell them, "When you talk, what do you want us to do? What should you remember to do when someone else is talking?" The most effective way to assure good listening is to model it yourself. Make it obvious that you are listening attentively to each child as he speaks. Remember what he says. Be prepared to repeat it later. Draw the attention of children who do not appear to be listening to the child who is speaking by tactful word or gesture. Ask the children frequently throughout the session to repeat what other children have said, bringing in non-participants whenever possible.

Listen reflectively to teach each child, repeating back to him what you hear him saying, and inviting other children to do so also. Show him that you want to understand. If a child says something that you do not understand very well because you did not hear him correctly, immediately ask the other children for their opinion about what he said. Then check out their answers with the child. Give credit to children who heard it correctly. In this way, you are making it clear that you do not know everything, and that their comments are worthwhile and important.

If some children talk for too long a period of time, it is probably because they feel that now they have the chance and may not get another soon. Remember the reason for the behavior. Help them clarify their thoughts about what they want to talk about – one at a time. Help them see that *one* thought, stated so others can understand it, is significant and important. Help direct the child's attention away from the content to the feeling. Without singling him out, remind the group in general that everyone will have many chances, since the group meets daily. Tell them that you accept the responsibility to assure that this happens. If the children can be convinced that it is important that they all get an opportunity to speak, in time they will help control the group so that each does get a turn. If you do not have time in one day for all to have a chance to speak, clearly state that those who didn't speak today will have a chance tomorrow, and then, of course, be sure to keep your promise.

As the activity progresses, make sure that each child who wishes to contribute has his chance, undisturbed. Ask *open-ended* questions: "Would you like to tell us more about it, Shirley?" Or to help a child talk about his feelings and to avoid setting limits on his response, you might ask, "Could you tell us about the feeling you get when you play with the puzzle?" Ask specific questions, such as, "how", "where", "when", etc., only after open-ended questions have been asked. Generally avoid "why" since children often have a difficult time dealing with it and it takes the child away from concentrating on his feelings. After each child has contributed in the circle, show your appreciation to him in your own way, using his name.

If, after one or two responses, none of the other children have volunteered to participate, *stop, look,* and *think* about what the possible reasons might be. Are they confused or afraid about something – about your intentions, about criticism? Fear of hurt, failure, and rejection may be the reasons. Try to assure acceptance in the way you ask – tone of voice, smile, etc. Reassure them that it is not possible to give the wrong answer. Try again with: "Let's close our eyes and think . . ." Recognize aloud different aspects of this: "Some of us find it difficult to express good feelings in the group, but after we get used to the circle we'll find it easier." If the child falters, and you can't help him make a success out of it, shift attention from the failure to some positive aspect of his feelings; e.g., that he tried to say something. Then go on to the next person. After two or more children have responded, point out similarities and differences: "Do you see that Maria and Henry have the same kind of feeling, and Lowell's is different?" Make it clear by tone, look, etc., that both similarities and differences are natural, neutral and acceptable.

Point out important interactions between children, such as when the same and different feelings are noticed: "You smiled when he said that you had the same feeling, didn't you?" Also point out the observable ways people handle good feelings: "When you have a good feeling, you sit up straight and smile and I can see your feeling all the way over here!" Encourage the children to interact with each other directly. Ask them if they have questions for each other. If so, urge them to ask the questions to the other child, not to you. If they direct it to you, ask them to redirect it to the individual who can answer it. First efforts to speak will often be irrelevant, silly, etc. In the beginning, it is more important to get the child to speak to other children independent of the teacher than it is to be "right on" the topic. Whatever the child says, respect it and go with it, then gently guide the conversation back to the subject, after he realizes his statements have been accepted. As the children develop, they will pick up the questions and cues to interact with others. You will be able to sense this and move back to let them take over. Let them even guide your responses by asking you questions. As this activity guide book indicates, allow them to take over leadership of the group, one at a time.

No child should be forced or coerced to talk in the circle if he does not wish to. However, sometimes children do wish very much to participate, but are fearful. They need and can profit from your assistance. To help an unsure child, test him out on a parallel task before the group, or allow him to have a trail run in the circle, so he won't feel "if I miss, I'm out". Ask the reticent child if he will whisper to you or a peer he chooses what he wishes to say. Ask him if you or another student can guess what he would wish to say. Don't start without his permission. Once he says you can, and you begin to guess while he either accepts or rejects the guess, he is involved. Elicit the help of a more secure child to encourage the one who is isolated from the group. Ask the more secure one to clarify the isolate's thoughts and feelings; then give credit to both. Encourage successful children to reinforce the successes of others. Say, "Pedro (timid one) spoke up. He told us about himself." Then, "Who can ask Pedro a question so that he can tell more?" If the child is reticent, shy, aggressive, or hurtful, have him help you choose the next person. Thank him, saying his name. The child who does not participate verbally at first, will when he is ready. In the meantime, he is listening and learning.

The circle is an accepting environment, but destructive behavior such as ridicule, or overt disruption should not be accepted or allowed to continue. Children should view their participation in the circle as a privilege to be appreciated and utilized. Deal with the needs of disrupters but keep the focus on the individual who is having his turn and doing the task. If you get maneuvered into dealing with negative attention-getting, the group may decide that's how to get attention. Try to deal with the interrupter's feelings non-verbally.Touch him, have him exchange chairs to sit by you, sit young children on your lap while dealing verbally with the child whose turn it is. It may help if you speak directly to him about his actions: "Say, you sure giggled at that (or capped on that). Can you tell us what you were feeling when you made your comment?" Try to make him aware of his motives, avoiding any implication of discipline or punishment. You may find it helpful to allow the disrupter to see how you and his peers feel about his actions. If the above techniques have no immediate effect, remind him that his presence is desired but that his disruptive behavior will not be accepted.

Culminate each circle with a thorough review of what was said, asking the children, as they name each person, to try to remember the feeling that each child shared. Reward good listening, and recall with such praising commentary as, "You listened very well, Sally. You can remember what you hear too." This is a good way to bring in children who did not speak to the topic.

Cognitively summarize each session at its conclusion: "Who thinks they can say why we talk about these things? Does it give you a good feeling to know more about other people? What was this all about? What did we learn (about each other)? How do you feel about it?" This sets the stage for more willing participation in future sessions by letting the children understand that they are doing something that is personally significant for them.

REMEMBER THAT EVERYONE WHO LEADS CIRCLE SESSIONS HAS THEIR OWN PERSONAL STYLE. THERE IS NO ONE PERFECT WAY TO DO IT. YOU WILL DEVELOP YOUR OWN STYLE AS YOU WORK WITH THE PROGRAM. THINK OF YOURSELF AS A NOVICE FOR THE FIRST YEAR. HUMAN DEVELOPMENT CIRCLE SESSIONS ARE CHALLENGING. THEY REQUIRE ENERGY AND PRACTICE, BUT LIKE ALMOST EVERYTHING THAT TAKES HARD WORK, THEY BRING GREAT REWARDS.

PREPARING FOR THE CIRCLE SESSION

Group Size, Circle Arrangments, Orientation

In the preschool and kindergarten it was found that about ten to twelve children seated around in a circle with the teacher, made the ideal group in terms of having enough interaction and also keeping everybody interested while they lived through the somewhat less exciting times of listening until a child got his turn to talk. Almost all teachers asked us the same question, "What shall we do with the rest of our children?" and "Does this mean that by dividing our class into thirds, that only one-third can have the program each day?" Originally, we dealt with these very practical issues from a purist stance. No compromises. No more than 12 to 14 children at a time.

It then, of course, came as a surprise to find that many first, second and third graders could and would sit in two concentric rings, with one-third of the class in the central ring with the teacher, and the other two-thirds in an outer ring. Initially, the children in the outer ring observed, but their enthusiasm so often became irrepressible, that we finally realized our purism was based on prejudicial experience from the four and five year olds. The children came on so strongly, that our hang-up was simply demolished. Still, there were problems with this arrangement and probably will be for some time to come. In every class, there are essentially three groups of children, and the size of each group varies from class to class. The first group consists of those eager-beaver children who are always in front of your nose, either eager to participate or disrupt. They are the active ones. Then there is the middle, basically conforming group. As in anything else, they usually present little problem. Then there is a third group which is composed of the shy and withdrawn children.

The problems are always the same. The active ones need constantly to be held in abeyance while others get a turn. The shy ones need repeated encouragement to participate. These children really need the attention of the teacher the most, because they are prone to be ignored. The teacher is only human and is drawn to the squeaky wheels.

These seemingly inescapable problems notwithstanding, it has turned out that it is best to work with the entire class in concentric rings at the same time, when we work with six through ten year olds (see diagrams, pages xviii and xix). One reason that it is better to work with the entire class of older children is because most groups can do it. Since this is so, why split them up? The convenience for the teacher is an obvious benefit, but this is not the main reason. The first reason given is the most important. They can do it and become very much involved, even when the group is as large as 35. Another reason for doing it with the whole class at the same time has to do with the leadership training opportunity that we unexpectedly came upon. This will be discussed more fully later. Still another reason is that the children get to know more people as people, and this broadens their understanding of human nature on a direct experience level.

With respect to content, the program at Level I in the first semester consists of three 6 week units. Six weeks on Awareness are followed by six weeks on Mastery which are followed by six weeks on Social Interaction. The second semester follows the same sequence of themes with different, more advanced activities. After the initial six week unit on Awareness the second semester continues with two week units. During these two week units the children begin to choose their own topics for discussion and to lead the group themselves.

It is recommended that at the outset, this material be presented in the traditional manner of the teacher as leader to a group of from 8 to 14 children, alternating groups each day, without an outer ring of child observers. The teacher should then steadily work toward the arrangement of two concentric rings of children (the inner ring as participants and the outer ring observers) with a child leading the activity. This recommended plan is delineated as follows:

the First six-week unit: (Semester One)

Work with one-third of the class only and make the best kind of arrangement possible for the remainder, such as an assignment at their seats, physical education activity outdoors with another adult such as an aide, or the assignment to listen to the circle session from their seats, whatever is most feasible. Sometimes team teaching approaches are possible for some teachers. On the next day, work with a different third of the class and so on. Some of the activities have to either be sacrificed or condensed. See the diagram of Stage one, page xviii.

Second six-week unit: (Semester One)

Work with one-third of the class, and have several better controlled children sit as observers or participants in an outer ring, according to their readiness. The next day work with another third of the children, and the next day the last third of the class, following the basic idea of having only better controlled children in the outer ring. The more that these children can participate in a controlled fashion, the better. Some teachers place an empty chair in the circle so a listener may come in from the outer circle to participate if he wishes to – then returning to his seat after he has had a turn to speak. See the diagram of Stage two, page xviii.

Third six-week unit: (Semester One)

Each day, work with a different group of one-third of the children in the central ring. All of the rest of the class, except for those who are the most poorly controlled, sit in the outer ring as soon as they can do so in a controlled fashion. Work out some feasible arrangement for those few children who are pooly controlled, but it should be made clear to them that they are wanted and will be included as soon as they can demonstrate sufficient control. In these cases, an aide or volunteer assistant, such as a child from an upper grade level, can work with these children. See the diagram of Stage three, page xviii.

Fourth six-week unit: (Semester Two)

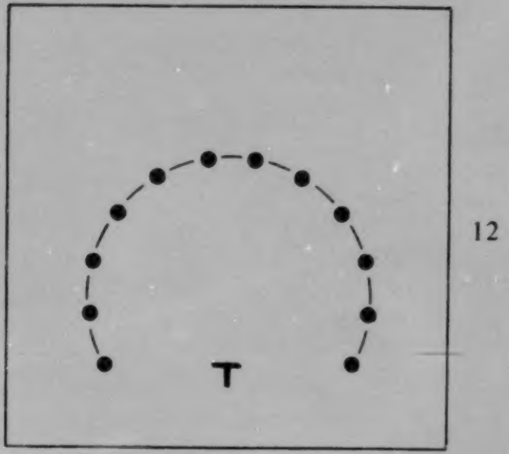
One-third of the class are in the central ring and all of the rest of the children are in the outer ring. The next day a different third are in the center, and the following day the last third have the center. At the close of the session, ask the children in the outer rings about what the children in the circle said, thereby placing in them the responsibility to listen carefully. See the diagrams of Stage four and alterantes, pages xviii and xix.

Units five through ten: (Semester Two)

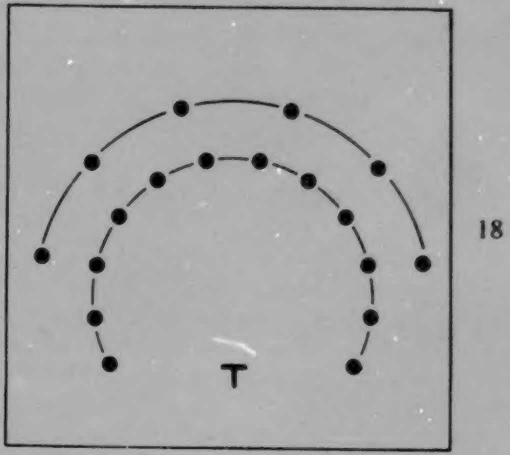
In these final two week units, the double concentric ring arrangement continues. During these two week units the children begin to choose their own topics for discussion and to lead the group themselves. See pages 157 to 160 for complete description of the child-leader concept.

REMEMBER THAT THE ABOVE OUTLINE IS ONLY A RECOMMENDATION. GROUPS OF CHILDREN AND TEACHERS DIFFER WIDELY. USE THE OUTLINE TO GUIDE YOUR PROGRESS. DON'T FORCE THE CLASS INTO A STAGE FOR WHICH IT IS NOT READY, OR HOLD IT BACK WHEN IT APPEARS TO BE READY FOR ADVANCEMENT.

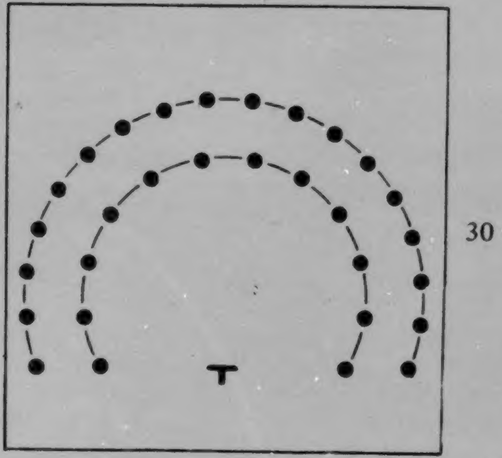
Four-Stage Sequence of Group Size and Physical Arrangements at Level I (First Grade)



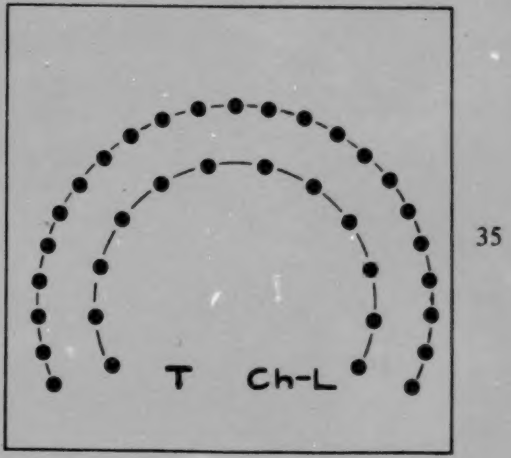
Stage 1
First Six Weeks



Stage 2
Second Six Weeks



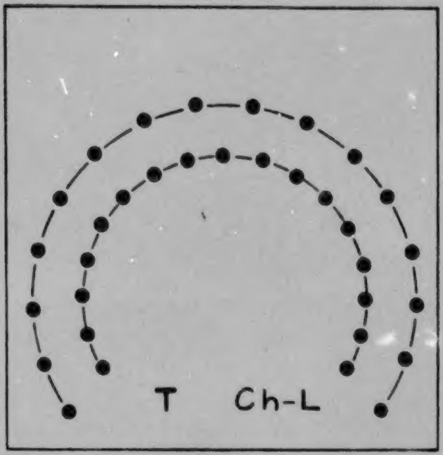
Stage 3
Third Six Weeks



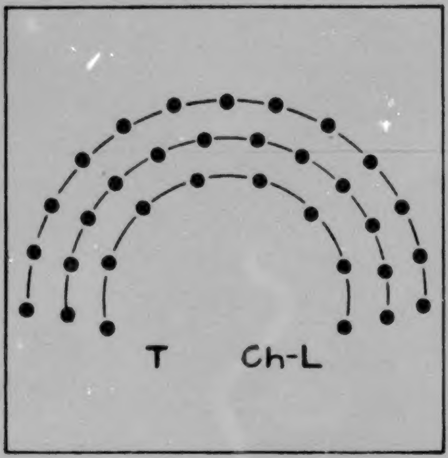
Stage 4
Remainder of School Year
(Beginning Unit 4, Second Semester)

T – Teacher Ch-L – Child-Leader

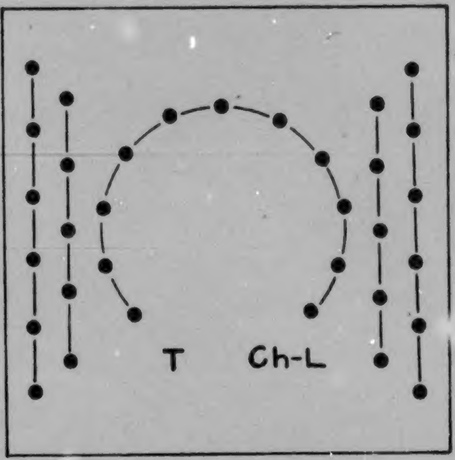
Suggested Group Size and Physical Arrangements – Level II (continued)



Stage 4
(as pictured on previous page)



Alternate



Alternate

Stage 4 is ideal, but thes alternate arrangements have proven adequate if seating arrangements impose some limitation. It may be preferable that the children in the central areas be seated on the floor, with the children in the outer areas seated in chairs for maximum mutual visibility.

T – Teacher Ch-L – Child-Leader

ACTIVITY GUIDE

LEVEL I – Part I

First Semester:

Unit 1 – Six Weeks on Awareness

Unit 2 – Six Weeks on Mastery

Unit 3 – Six Weeks on Social Interaction

OVERVIEW FOR SEMESTER

First Semester

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts and Behavior Simple and Mixed)

- Week 1 – Good Feelings and Bad Feelings
- Week 2 – Pleasant Thoughts and Unpleasant Thoughts
- Week 3 – Positive Behavior and Negative Behavior
- Week 4 – Having Mixed Feelings About Something
- Week 5 – Having Mixed Thoughts About Something
- Week 6 – Positive and Negative Aspects of Given Behaviors

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

- Week 7 – Mastery in Language
- Week 8 – Mastery in Math Skills
- Week 9 – "My Powers To Be and Do"
- Week 10 – "I Can Do Things For Myself"
- Week 11 – "How I Got What I Needed"
- Week 12 – "How I Got Into Trouble"

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

- Week 13 – Getting and Giving Approval
- Week 14 – Getting and Giving Disapproval
- Week 15 – Giving and Earning Approval for Kind Behavior
- Week 16 – Getting Attention
- Week 17 – "I Can Make You Feel Bad or Good"
- Week 18 – Being Included or Excluded

LEVEL I

AWARENESS

Six Week Unit on Feelings, Thoughts, and Behavior

First Semester (Weeks 1 – 6)

Unit 1

Week 1 – Good Feelings and Bad Feelings

Week 2 – Pleasant and Unpleasant Thoughts

Week 3 – Positive and Negative Behavior

Week 4 – Having Mixed Feelings About Something

Week 5 – Having Mixed Thoughts About Something

Week 6 – Positive and Negative Aspects of Given Behaviors

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday:	Having Good Feelings
Tuesday:	Having Good Feelings (cont'd)
Wednesday:	Having Good Feelings and Bad Feelings, Too
Thursday:	Something That Made Me Feel Bad
Friday:	I Felt Good and Bad About Something

Unit 1

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday – Having Good Feelings

Discuss with the children how everyone has good feelings and bad feelings. These are the two kinds of feelings we have. Today we are going to tell about good feelings that we have, about something that gives us a good feeling.

To get the ball rolling,you may wish to go first.

Tell the children something that makes you feel good and tell what it is about the thing that makes you feel good; e.g., that it is useful, or it looks or feels nice, is fun to do something with.

The main emphasis today is upon having the children observe how a circle session works. They also have a chance to practice at and prove that they are listening,while one child at a time has the chance to express in words how something gives him a good feeling.

While in the early sessions emphasis is on learning the procedure and giving attention, gradually the emphasis should be shifted more to the emotional experience, itself.

Asking open-ended questions, try to have each child tell as much as he cares to about something that makes him feel good without allowing any child to monopolize the time, and without forcing any child to speak up if he is not ready. Reticent ones will probably all talk extensively in due time. Do not become impatient if silences occur. The children need time to think and to gather courage.

Show acceptance for what each child says when it is his turn. Be sure to model good listening behavior and show appreciation for their good listening. Ask children to repeat what others have said. Do this yourself.

At the end of the session, ask the children what they learned. Through discussion, help them to see how the circle has many benefits for them, such as learning more about their own feelings, the feelings of others, about talking,and about learning to listen and pay attention to the feelings of others.

Evaluate together the manner in which the session proceeded.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Tuesday – Having Good Feelings (cont'd)

The activity is the same as yesterday. Today the children are more experienced with the general procedure and rules, so that more of the emphasis can now be placed upon their descriptions and explanations about how they feel good.

After each child describes his good feeling, let him and the group know that you understood him by commenting in an accepting manner about what he said. Invite other children to do the same. Show your appreciation to the child for "telling us and letting us get to know you better."

Try to get every child to express himself, but be patient with those who are reticent to speak or who have difficulty in expressing themselves in words.

After all who are going to express themselves do, discuss with the children how some of them are made to feel good about the same thing, but some other children are made to feel good by different things. Through discussion, help them to see that people are all alike in some ways, yet we are also different in some ways, too.

To summarize further, ask the children, "Why do you think it is helpful to us to talk about our feelings?" Help them to understand cognitively the reasons for having a circle session.

As a group, evaluate the way the session proceeded with respect to conduct and attentive listening. Ask the children to suggest ways they might improve.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Wednesday – Having Nice Feelings and Bad Feelings, Too

If you feel that the children are growing in their ability and willingness to listen carefully to what the other children have to say, be sure to tell them. Make any other positive comments that you feel also.

Review briefly with them that we have been talking about our good feelings, how things can and do make us feel good.

Introduce the idea that besides good feelings, we all have bad feelings too, and there can be many different kinds of bad feelings. We can be afraid, or angry, or feel helpless or alone, or unable to do something well. And if you cut yourself, that hurts and that's a bad feeling too.

Be ready to go first, demonstrating to the children that you had a bad feeling and that you are willing and able to talk about it. Gently ask them to "remember" something that gave them some kind of a bad feeling, and have each child, taking turns, tell as much as he wishes about what made him feel bad and what kind of a bad feeling it was (helping him to label it "scared" or "mad" or "pain", etc.). Assure them that it is O.K. to tell about a bad feeling in the circle.

Expect several of the children to have difficulty "remembering" something that made them feel bad. Don't press these children to tell of a bad feeling. Rather, say to them individually, and to the circle, that everybody has bad feelings almost every day, but that it is sometimes harder to remember those happenings, and also harder for some of us to tell about them. But as we can, we learn how to put things into words better; then we will find it easy to tell about most of the bad feelings.

In the summary discussion, help the children to realize that we all at times have bad feelings, and that in a circle session, we learn that we are not the only ones.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Thursday – Something That Made Me Feel Bad

Review with the children what they have been doing in the circle, and mention to them specific progress you feel that they have made in conduct or understanding the purpose of the activities.

Tell the children that today we are going to tell again about something that made us feel bad, either a little or a lot, but something that gave us a bad feeling.

Again, be ready to go first if necessary. Give a recent personal example, and tell about several different aspects of the event in terms of when it was, where it was, what happened, how it made you feel bad, and what the name of the bad feeling is.

Then, without pressuring, try to get every child to tell as much as he can, without allowing him or her to monopolize the time, about an experience that gave him a bad feeling.

Through discussion, help the children at the end of the activity to see that they are learning some very useful lessons that will be helpful to them about their own feelings, about other people's feelings, about talking, and about listening and paying attention to other people.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Friday – I Felt Good and Bad About Something

Review with the children what they have been doing, and how well they are learning to express themselves.

Today we are going to do something that is perhaps a little hard, but very important. We are going to think real hard and tell about one thing that happened to us that made us feel good in one way, but still it made us feel bad too, in another way.

You will probably need to go first. Give the children a personal illustration of something that happened to you recently that made you feel good in one way, and yet bad in another way. Tell only enough so that they understand the assignment, without allowing them to become engrossed in your dilemma. They will learn best by expressing themselves.

Try to get each child to tell about his mixed feelings of pleasantness and unpleasantness, in relation to some actual recent event he experienced.

Show your appreciation to the children for their contributions and attentive listening.

In the summary discussion, note together that there are many events in life in which we can and do feel both ways, good and bad. At the end, briefly evaluate the session, with the children participating in the evaluation.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday:	Having Nice Thoughts
Tuesday:	Having Nice Thoughts (cont'd)
Wednesday:	Having A Nice Thought And A Bad Thought
Thursday:	A Very Bad Thought That I Have
Friday:	I Had A Nice Thought And A Bad Thought About Something

Before you begin this week, it is recommended that you re-read *Leading the Circle Session,* pages 1 to 7.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday – Having Nice Thoughts

Discuss with the children how we all have two main kinds of thoughts; pleasant and unpleasant.

It is not always easy to tell the difference between a feeling and a thought. A feeling has to do with a sensation, like tasting something that feels good. You feel it with your tongue. It might be ice cream, and tastes good or feels good. But if you have an idea about ice cream, you can't feel or taste that; you can only think about it, and that is called a thought. It is a nice thought, but it is not a feeling.

Show the children a box that you have with something inside that you consider to be nice or pleasant in some way to practically everybody, and tell them that each will have a chance to tell his thought about what he thinks might be inside that is a nice thing.

Give every child a turn to speak. Ask each child to tell what kind of feeling his thought gives him. Focus on both for each child. Show the child that you understand and accept what his feeling is.

Through discussion, help the children to see that people's thoughts and feelings about nice things are similar in some ways and different in other ways.

Guide the children to identify the positive aspects (such as learning about themselves, others, talking, and listening carefully, etc.) of the circle session. Encourage constructive criticism about how the session could be improved.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Tuesday – Having Nice Thoughts (cont'd)

Review with the children what the activity was yesterday, going slowly over each point, encouraging the children to tell in their own words as much as possible, what the different points were.

Since there was so much covered yesterday, today's emphasis is upon consolidation.

After the review, invite the children to guess again about a different item that you have placed in the box, and that they have, of course, not seen.

Again, keep the emphasis on the "nice thought" rather than on the guessing aspect.

After each child tells his nice thought, encourage that child to tell as much as he can about the feeling his thought gives him.

After everyone who wishes to participate has had a chance, review carefully as a group what each child said. Discuss in an accepting way how we sometimes think and feel the same and sometimes differently from each other.

Through discussion, identify as a group the things about the circle that are interesting and helpful to us.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Wednesday – Having A Nice Thought And A Bad Thought

After a brief review of Monday's and Tuesday's sessions, discuss how last week we learned about good feelings and bad feelings, and that all people have both kinds of feelings. In some ways our feelings are alike, and in some ways they are different.

Thoughts are like feelings. All people have them. We all have nice thoughts, and we all have bad thoughts too.

Today we are going to try to guess what is in the box, but this time we are first going to guess what a nice thing it might be and tell why, and then guess what a bad thing it might be and tell why. Encourage the children to tell about the feelings these thoughts give them.

When all have had a turn, review with the children how, just as with feelings, we can have thoughts that are the same as other people's and thoughts that are different from other people's thoughts.

Further guide their discussion around the idea that whether something is thought of as being a good thing or a bad thing has a great deal to do with the person who thinks it, because sometimes what is a nice thought for one person would be a bad thought to another person. Everybody is a little different from everybody else.

As time permits, briefly evaluate the activity as a group.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Thursday – A Very Bad Thought That I Have

Briefly review with the children the activities about nice thoughts and bad thoughts.

Guide today's activity by beginning to discuss with the children how it is normal to have bad thoughts, just as it is natural to have bad feelings and how some people do not understand the difference between having a thought about doing something that is bad and actually doing that thing. It might be bad to do it, but it is very hard for a thought to harm someone.

Gently encourage each child to tell about a time when he had a thought about doing something bad but did not do the bad thing. Ask him how he felt then and how he feels now.

Help them to see that if they can understand the difference between thinking something and doing it, then they do not have to be afraid of even their worst thoughts.

Be sure that you take your turn, going first if necessary.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Friday – I Had A Nice Thought And A Bad Thought About Something

Briefly review with the children this week's activity on nice thoughts and bad thoughts, emphasizing that both kinds of thoughts are natural and normal and that all people have both good thoughts and bad thoughts.

Guide the discussion to bring out the idea that some people do not know the difference between thinking and acting. They think that because they have bad thoughts, they are bad people. These people try to hide their bad thoughts, and because they hide them, they become even more convinced that they are "different" in a bad way from other people.

Today we are going to talk about situations in which there is a nice thought and also a bad thought. Give the children some personal experience, such as a visit to the dentist, where the nice thought is that the pain will be stopped or the tooth saved, but the bad thought is not knowing what may happen, or that there might be even more pain for a little while.

Help them to see that most things that happen in life have some good part and some bad part too.

Encourage them to show you that they understand this point, by giving each a turn to tell of some situation, what the good thing was (or will be) and what the bad thing was (or will be). Ask them to tell about their feelings about these thoughts.

When all have had a turn, discuss with the children their growing understanding and ability to express themselves in words.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 3 – Positive Behavior and Negative Behavior

Monday:	Positive Behavior
Tuesday:	Negative Behavior
Wednesday:	Positive Behavior
Thursday:	Negative Behavior
Friday:	Positive and Negative Aspects of Given Behaviors

Before beginning this week it is recommended that you re-read *Leading the Circle Session,* pages 1 to 7.

Week 3 – Positive Behavior and Negative Behavior

Monday – Positive Behavior

Discuss with the children how there are two kinds of things that people can do. They can do things someone considers to be a good thing, and this is called "doing something that is nice." Or, they can do something that somebody considers to be a "bad" thing, and this is called "doing something that is bad."

Guide the discussion toward the idea that something is either good or bad, because that is the way someone thinks or feels about it. That is their opinion. As an example, tell them about two boys playing checkers. The first boy wins and he considers that to be a "good" thing. But the second boy loses, so he considers the game to have been a "bad" thing.

Tell the children something that you did that you consider to be a "good" thing, and then tell them your reason for thinking it was good. Tell also how it makes you feel.

As soon as the children understand, ask them each to tell of some event or action that they were involved in which they considered "good". Ask open-ended questions such as, "Could you tell us more about that. . .?" to elicit descriptive and unlimited expressions from the child.

As soon as each child tells his event, have him give some reason why he considered it to be a "good" action. Ask him to tell how it makes him feel. Show the child that you understand and accept what his feeling is.

Be sure to model and show appreciation for good listening. Reflect to the children what you heard them say. Ask other children to do the same.

At the end of the session, ask the children what they learned. Through discussion, help them to see that the circle activities provide a chance to learn more about other people and also about themselves.

Week 3 – Positive Behavior and Negative Behavior

Tuesday – Negative Behavior

Review with the children how yesterday each had a chance to tell about something that happened to him, or that he did, that he considered to be a good thing. Especially remind them how they gave their reason why they felt it was a good thing or good behavior and how they felt about it.

Today we are going to talk about something that happens that someone considers to be bad, like the boy who lost at the checker game.

Tell the children something that you did, or that happened to you, that was bad as far as you are concerned, because it made you feel bad in some way.

Now give each child the chance to tell about some personal event that was bad as far as he was concerned. As soon as the child tells what happened, ask him to tell his reason why he feels that this was a "bad" thing. Do not grow impatient if silences occur. The children need time to think. If necessary, repeat the task again.

Help the children to recognize that:

1) – Whether a piece of behavior is "good" or "bad" is often a matter of opinion, which can differ from one person to another.

2) – "Bad" behavior is almost always thought of as being bad because it caused someone some kind of a bad feeling.

Week 3 – Positive Behavior and Negative Behavior

Wednesday – Positive Behavior

Ask the children to review what we have been talking about so far this week.

Today we are going to do the same thing, but this time we are going to tell about two or three different people (including themselves) who thought it was a "good" thing to happen.

After each child tells about his incident, and who the people were that thought it was a "good" thing, then have him tell as much as he is able about why each person felt it was a good thing. Ask him how he felt about it – then and now.

Briefly summarize the session together. Ask the children to show how they know whether something is "good" or "bad" is a matter of personal opinion.

Week 3 – Positive Behavior and Negative Behavior

Thursday – Negative Behavior

Remind the children that on Tuesday we talked about something happening that we thought was a "bad" thing.

Today we are going to talk about another "bad" thing that happened, or that they did, but this time we want it to be something that two or three people felt was a bad thing. Ask each child to tell how he felt – then and now.

Give only as much encouragement as is necessary. Gently encourage every child to take a turn, and be sure to show appreciation to the children who speak and who listen attentively.

Week 3 – Positive Behavior and Negative Behavior

Friday – Positive and Negative Aspects of Given Behaviors

This week we have been talking about good and bad things that happen, or that we make happen.

Guide the discussion to center around the concept that something that happens is either "good" or "bad" because of the good or bad feelings that were produced in someone. The same checker game can produce a good feeling in the winner and a bad feeling in the loser at the same time.

Sometimes when something happens to us, or when we make something happen, it can produce mixed feelings in us, make us feel good in one way, but at the same time, make us feel bad in another way.

Give the children a recent personal example, going into just enough detail so that you are sure that everyone sees the point. Be sure to describe your own good and bad feelings.

Then give each child a turn to tell about the thing that happened, or that he did, that gave him both good feelings and bad feelings. Encourage each child to tell as much as he can about the event that is relevant to today's activity. Ask him to describe how he feels about it.

Show your appreciation to each child immediately after his turn, for taking on a difficult challenge, and responding so well.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 4 – Having Mixed Feelings About Something

Monday:	Having Mixed Feelings About Something
Tuesday:	What I Like and Dislike About School
Wednesday:	What I Like and Dislike About My Pet or Some Animal
Thursday:	What I Like and Dislike About Some Person
Friday:	What I Like and Dislike About the Way I Do Things

Before beginning this week it is recommended that you re-read *Leading the Circle Session,* pages 1 to 7.

Week 4 – Having Mixed Feelings About Something

Monday – Having Mixed Feelings About Something

Review briefly with the children what they have been discussing in the circle for the past three weeks. We have been learning that for all people there are feelings, thoughts, and actions. Some of these experiences are agreeable and we like them, but some of these experiences are disagreeable and we do not like them.

We have also been learning how a circle session works, how to take turns, and how to listen. We have been learning to express ourselves better in words, and we have been learning how all people are alike in many ways, yet different in other ways.

We are learning how to talk about our feelings. Some things give us good feelings, and some things give us bad feelings. But, there are many times when something gives us both a good feeling in one way, and yet a bad feeling in another way.

Give the children a recent personal example, and then allow them to each have a turn at telling of some experience which produced a good feeling and a bad feeling in them. As often as is possible, have them label the good feeling and the bad feeling.

Be sure to model good listening, reflecting back to children what you hear them saying. Ask other children to do likewise. Show good listeners your appreciation.

At the end of the session, summarize and evaluate what was learned and how the group conducted itself.

Week 4 – Having Mixed Feelings About Something

Tuesday – What I Like and Dislike About School

Briefly review what happened yesterday when we talked about feeling two different ways about something, liking it in one way, and yet disliking it in another way.

Today we will each have a chance to say what it is about school that gives us a good feeling and what is is about school that gives us a bad feeling.

Allow each child to have a turn. Be sure to take your turn too.

Expect that some children will wander away from the central point. This should be allowed to a moderate extent, because this will open the door to the child's expressing directly what his gripes are about school on other occasions. At some time, before moving on to the next person, try to help the child actually say what it is about school that he likes and what it is about school that he dislikes. Ask him to tell about his feelings. Be sure that the children know that it is okay to do this.

Show acceptance to each child as he takes his turn. Be sure not to respond defensively. Listen neutrally, reflecting back to each one, so that he knows that you understand what his sentiments are. Seek elaboration if it seems that he can tell more about the way he feels, but do not seek justification.

Week 4 – Having Mixed Feelings About Something

Wednesday – What I Like and Dislike About My Pet (or Some Animal)

Tell your children that you are pleased that they are learning to tell about the mixed feelings that they have about things.

All people have mixed feelings about many things. Today each one of us will have a chance to tell about both the good feelings and the bad feelings we have about one of our pets or about some other animal.

When you take your turn, be sure not to do so in such a way as to steal the children's thunder, e.g., by saying that you like to play with your pet, but not feed it or take it out for a walk.

As usual, listen neutrally and show appreciation to each child after he expresses his feelings.

Briefly evaluate the experience, focusing on the important ideas learned about how we all have mixed feelings.

Week 4 – Having Mixed Feelings About Something

Thursday – What I Like and Dislike About Some Person

This can be a very loaded subject. If the child is conscious of his negative as well as his positive feelings toward some significant person, he will have the chance at an early age, to have a natural attitude toward resentment, and the door will be open to him to learn how to cope with the negative in human relationships.

For the past three days, we have been talking about good feelings and bad feelings about different things. Today we are going to have to show a great deal of courage, perhaps, in telling what we dislike about some person as well as what we like about them. Whenever people become involved with each other, there are always going to be some things that we don't like as well as things that we do like. Be sure that the children know that it is okay to tell about this.

The place where children will probably feel the safest in experiencing and expressing their resentments will be toward their siblings, especially an older sibling. The probable reason for this is because the sibling is an inevitable rival for the affection of the parents. Also, by the delusion of self-justification, each child sees himself as being unfairly victimized by his sibling.

The emphasis should be placed away from any kind of moralizing or the taking of sides about resentments. It should rather be placed on giving each child the opportunity to express both positive and negative feelings – increasing his awareness. Showing acceptance for what each child says is important.

Week 4 – Having Mixed Feelings About Something

Friday – What I Like and Dislike About the Way I Do Things

For some children, this has been found to be a fairly threatening subject. But for other children, there is very little threat.

No person likes everything about himself. And there are two possible kinds of fate for feelings of dislike about one's self. The most common is the unconscious mechanism of denial, which inevitably leads to symptom formation. The less common, but healthier pattern, is to face the unpleasant reality openly, consciously sustain the momentary pain, and learn a constructive alternate pattern to practice.

No one is perfect. We all want to be better. We can become better by being willing to look at ourselves and see what it is that we like about ourselves, and also, what we do not like about ourselves.

Give a genuine personal example, describing the good and bad feelings, and then ask for a helpful idea on how to improve. Seek as many helpful suggestions as you can get. When one arrives that you feel you can use, recognize it to the group and thank the child who offered it.

Give every child a turn to tell what he likes about himself, and then, to tell how he dislikes the way he does something. Ask him to describe his good and bad feelings. Allow all of the helpful suggestions the children can think of for each person.

Some children will be unable to think of anything because they are too scared. But their fear should be reduced by observing the others recognize their limitations. They will be encouraged by hearing constructive suggestions.

As a group, summarize the activity, pointing out the value of finding out more about ourselves, so that we can learn how to make ourselves better people.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 5 – Having Mixed Thoughts About Something

Monday:	Thinking of Something Nice That You Want
Tuesday:	I Had A Bad Thought
Wednesday:	I Thought of Something Bad in One Way, Good In Another
Thursday:	I Thought of Something Good in One Way, Bad In Another
Friday:	I Can Think of Something Good, And In No Way Bad

Week 5 – Having Mixed Thoughts About Something

Monday – Thinking Of Something Nice That You Want

This is partly a review of the second week which focused upon pleasant and unpleasant thoughts, but is also a preparation for being able to acknowledge and discuss the important fact of life, that nothing is either all good or all bad.

Tell the children the name of the activity. Give them an example of something nice that you look forward to or think about. Then give each child a chance to tell something nice that he wants and how it makes him feel. Be sure to accept what each child says.

Model and show appreciation for good listening. Ask each child to tell how his thought makes him feel.

At the end of the session, review what each child said. Evaluate what occurred, summarizing how people are sometimes different and in some ways the same and how it helps us to realize this. Be sure that the children are doing most of the talking.

Week 5 – Having Mixed Thoughts About Something

Tuesday – I Had A Bad Thought

Review with the children how they talked about bad thoughts several weeks ago. We are going to tell about some more bad thoughts today.

Everybody thinks of things that are unpleasant. We call these bad thoughts. There are many kinds of bad thoughts. A bad thought can be about something that might happen to us, or it can be about something that we want to do that someone thinks is bad.

Children need more encouragement to share their bad thoughts than their good thoughts, but they will with a little encouragement. Some are even exhibitionistic about it.

Show acceptance, giving each child a turn, but do not pressure any child. The reluctant ones will learn something from observing the others. Ask the child to tell how his thought makes him feel.

The key points to help the children understand today are:

1) Everybody has bad thoughts.

2) They are natural.

3) They are unpleasant.

4) Whether we like it or not, they are there.

5) Thinking is one thing, happening is another.

6) What is bad to one person, may not be bad to another.

Evaluate and summarize the activity along these lines at its close.

Week 5 – Having Mixed Thoughts About Something

Wednesday – I Thought of Something Bad in One Way, Good in Another

Review with the children how they have been learning about people's thoughts. We now know that all people have both pleasant thoughts, which they like, and unpleasant thoughts, which they do not like.

The emotionally mature person is able to see at least two sides to any issue. The emotionally immature person believes that things are either good or bad, black or white, right or wrong. He denies or represses the other side of the issue, cloaks himself in righteous smugness and brands the person with an opposite view with some negative label.

Today, we are going to do something that is hard, but probably everyone will be able to learn how and enjoy it.

Many things are bad in one way, yet the same ideas seem to be good in another way.

It will be necessary to give at least one example. Some examples are:

1) You were going to get a shot, but you wouldn't get the disease.

2) You had to learn to count, but then you knew more.

3) You had to tie your shoe laces, but you felt better able to do something on your own.

Urge the children to name as many things that seem to be bad in one way and good in another as possible. Ask them how these thoughts make them feel. Discuss their feelings with them.

As the children catch on and express themselves, discuss with them how good it is to learn how not to get stuck with only being able to think one way about something.

Week 5 – Having Mixed Thoughts About Something

Thursday – I Thought of Something Good in One Way, Bad in Another

This is very much like yesterday's activity, but approaches the two-sides-to-everything issue from a different aspect.

Briefly discuss with the children how we have been learning that things can be good in one way and bad in another way, or good and bad at the same time.

Today we are going to tell each other about something that is good in one way, but bad in another way.

Give enough examples to get them going on their own. Some examples are:

1) I was glad I was invited to a party, but I was expected to bring a present.

2) I got a nice toy, but I had to make sure it didn't get broken or lost.

3) I got a pet, but I had to take care of it.

Be sure to deal with the child's feelings about the thoughts he describes.

In addition to helping the children learn to understand and talk about the two-sides-to-everything issue, this exercise sows some of the seeds of the responsibilities that go along with getting things that you want.

Briefly evaluate and summarize the activity as a group, before leaving the circle.

Week 5 – Having Mixed Thoughts About Something

Friday – I Can Think of Something Good, And In No Way Bad

Now that the children have learned to express themselves in the area of good and bad thoughts, and have some degree of understanding that it is hard to find some issue which is all one way or all the other, they are ready to play a game.

Today we can have some fun with good and bad thoughts. Tell them that you will say something that is all good, and you want to see if they can find something bad about it. This is a deliberate put-on, but they love the chance to point out contrary ideas and be safe in doing it.

Some examples are:

1) My car is only great.

2) Teaching is only fun.

3) Having a brother or sister is all bad.

As soon as they catch on, give each child a chance to make some statement that is supposed to be all one way or the other. Allow them to point out opposite aspects.

The more you can stay out of it, the more they are likely to learn, but do not hesitate to join in to keep the game going.

Be sure to summarize the activity guiding the children's discussion around the idea that hardly anything is all good or all bad. Help them to see that it is helpful to know and understand this.

Unit 1 – Six Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 6 – Positive and Negative Aspects of Given Behaviors

Monday:	Positive and Negative Aspects of Given Behaviors
Tuesday:	Something Happened, Good For Me and Bad For Me
Wednesday:	Something Happened, Good For Someone and Bad For Them Too
Thursday:	Something Happened, Good For Me, Bad for Someone Else
Friday:	Something Happened, Bad For Me, Good For Someone Else

Week 6 – Positive and Negative Aspects of Given Behaviors

Monday – Positive and Negative Aspects of Given Behaviors

Discuss with the children how something that happens is thought to be either "good" or "bad" because of the good or bad *feelings* that were produced in someone. Remind them of the checker game, saying that as far as the winner was concerned, it was thought to be a "good" game, because when he won, he felt good. But the same game was thought of as a "bad" game by the loser, because he felt bad when he lost.

We have discussed this topic before, several weeks ago. Now we are going to do it again. What we do is tell something that happened that was good and bad for one person at the same time. Things are always happening that give us a good feeling in one way and a bad feeling in another way.

Give a recent personal example, and if necessary, give further examples until the children can continue on their own. In each child's example, reflect back on his story, helping him to emphasize the part that gave him a "good" feeling and the part that gave him a "bad" feeling.

In the summary, help the children to tell how things are rarely all pleasant or all unpleasant; that most of the time, things are both ways.

Evaluate also with them their conduct in the circle, focusing mainly on their growing abilities in speaking and listening.

Week 6 – Positive and Negative Aspects of Given Behaviors

Tuesday – Something Happened, Good For Me and Bad For Me

This is a repeat of yesterday's activity, but today the children should have a better understanding, so that more children will be able to tell of an episode that was good for them in one way and bad in another.

Today, as time permits, encourage the children to comment on the episodes reported by each other, especially in regard to whether they have had the same kind of experience or not. Encourage them to ask questions of each other. Focus on the feelings that they have about their stories.

As a group, discuss how the way life usually goes is that when something is good there is usually some unpleasant aspect to it, and that even if something is bad, sometimes there is a good part to it. Help them to see how the determinations of "good" and "bad" always relate to the feelings involved.

Week 6 – Positive and Negative Aspects of Given Behaviors

Wednesday – Something Happened, Good For Someone and Bad For Them Too

The purpose of today's activity is to broaden the children's understanding of how life's blessings are mixed, how when we get something, we might have to give something up for it; how when we get a privilege, we may get added responsibility; how when we get something from somebody, they may expect something from us. These things are natural and normal and occur all the time.

These lessons will occur best as living examples arise from the children's own experiences and their observations of the experiences of other people.

After taking your turn, invite the children to tell of some episode they observed in which something good happened to someone, but it was also bad in some other way – or he may tell it in the reverse. Be sure to help him focus on his feelings and how he thinks the other person felt.

Two points should be brought home in the summary. Those aspects of events that are considered to be bad are related to bad feelings, and those that are considered to be good are related to good feelings. Second, these kinds of experiences happen to everybody.

If time permits, evaluate as a group the progress made in terms of conduct in the circle session.

Week 6 – Positive and Negative Aspects of Given Behaviors

Thursday – Something Happened, Good For Me, Bad For Someone Else

The purpose of today's activity is to help the children to realize that behavior is subject to the interpretation of those people who are affected.

There is no such thing as a "good" or "bad" event that is independent of the existence of people and of each individual's private evaluation of whether or not it was good or bad for him.

This is an extremely important lesson, if we are to develop tolerant, empathic, and flexible attitudes about social conflicts. Yet these attitudes cannot be taught academically.

Instead, we give an example in which the teacher benefited, but someone else suffered. It did not need to be anybody's fault, although it may have been. Teachers are not perfect. After one or two examples have been given, so that the children understand, allow each child to present his own private episode of when something happened that was good for him, but at the same time was a bad event for some other person. Ask him about his feelings.

In the cognitive summary at the end, help the group to understand the points given above.

Week 6 – Positive and Negative Aspects of Given Behaviors

Friday – Something Happened, Bad For Me, Good For Somebody Else

This is the reverse of yesterday's activity, and it presents the same basic lesson, but from a different vantage point. Whether an event is "good" or "bad" is a matter of personal determination.

Give the children a personal example in which something happened that was "bad" as far as you were concerned (because of the unpleasant feelings it caused in you), yet "good" for another person (because of the nice feelings it produced in the other person).

Give each child a turn to tell of such an episode. Encourage the children to cross-comment on each other's experiences. Ask them about their feelings, being sure to show acceptance for what they say.

When all have contributed, summarize the significance of the episodes that they have been talking about, emphasizing how events are neither "good" nor "bad", but rather are always interpreted as being one way or the other, depending upon what feelings have been produced.

MASTERY

Six-Week Unit on Mastery: Self-Confidence, Self-Sufficiency, and Effectiveness

First Semester (Weeks 7 – 12)

Unit 2

Week 7 – Mastery in Language

Week 8 – Mastery in Math Skills

Week 9 – "My Powers To Be and Do"

Week 10 – "I Can Do Things For Myself"

Week 11 – "How I Got What I Needed"

Week 12 – "How I Got Into Trouble"

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 7 – Mastery in Language

Monday:	What Does the Word Mean?
Tuesday:	What Is It Used For?
Wednesday:	How Do You Use It?
Thursday:	What Is It Made Of?
Friday:	Why Is It Good For Us?

Week 7 – Mastery in Language

Monday – What Does the Word Mean?

Today the children are all given the opportunity to both demonstrate something that they already know and also to learn from the other children some things that they may not already know.

Tell the children that we are going to play a word game today. Words are very helpful for understanding things and for explaining things. Our game is called "What Does the Word Mean?" The way the game is played is that each child will tell of a word that he knows or likes and explain to everybody something that he knows about it. Give one or more examples until the children get the idea. You may say that you are thinking of the word "orange". Then say that an orange is round, it is food, a fruit, you eat it, it has an orange color, and it tastes good. Then tell the children that each one will have a chance to tell about his word, and he can tell one or more things about it. Begin by asking each child in turn, as he volunteers.

Be sure to wait patiently for each of the children to think of a word and its definition. Do not speak when the children are concentrating.

Tell each child as he successfully describes his word, "You can tell about words, Johnnie" or praise to this effect – always stressing the *"you can . . ."*. From this kind of praise, the child gains a feeling of self-confidence, by reward for trying and being effective. Approval intensifies his positive motivational strivings and contributes toward his feeling of himself as both an effective, worthwhile, and personally confident individual.

Be sure that each child has the opportunity to make a successful contribution, no matter how minimal, and that he receives praise appropriate to his efforts and contribution. Remember, many capable people do not have the self-confidence that they are entitled to because of the lack of praising commentary from the adults who had the opportunity, but did not serve as rewarding mirrors for their self-concept.

Week 7 – Mastery in Language

Tuesday – What Is It Used For?

Today is a continuation from yesterday.

To continue, each child is today provided with the opportunity to present his own word and tell everybody what the thing (if a noun) is used for. The word does not have to be a noun, but nouns are easiest for explaining. You may prefer not to use the expression "noun". Instead, you might use the simpler term, "thing" or "word".

The object of this activity is quite simple. Each child is to have the opportunity to demonstrate his comprehension. While he does so, those children who are listening have the opportunity to learn something they perhaps did not know before.

After explaining the object of the activity to the children give them plenty of time to think.

After each child's successful accomplishment of this task tell him, "You certainly can tell what a (broom) is used for." Or ask other children, "Can Susan tell what a broom is used for?" (Yes.) Ask, "How do you know?" (Because she just did it.) Stress the words: *"You can. . ."*.

Please keep in mind that our *principal objectives are to promote a sense of positive motivation and to inculcate a sense of self-confidence through praise for real accomplishment.* Language development is a secondary purpose.

The effective child, in the fullest sense of the meaning, has not only knowledge and skills, but also believes in his manifest ability and future potentialities for successful performance.

For those children who cannot fulfill the demands of the game fully on their own initiative, the teacher should provide a sufficient amount of minimal cues and encouragement so that each child performs successfully and earns the legitimate praise for his contribution.

Week 7 – Mastery in Language

Wednesday – How Do You Use It?

Today is a logical continuation of what we have been doing on Monday and Tuesday. Discuss with the children briefly what they have been doing the past two days, telling the meaning of words and their use.

Today we are again going to play a game about using words. The game is called, "How Do You Use It?" As a concrete illustration, you might wish to show how a pencil or crayon is used. You might draw a stick figure on a piece of paper, emphasizing how the pencil or crayon is pressed and moved against the paper to make a design or figure. Going from concrete to abstract, as an example of some object which is not present, you may explain how a shovel is used. First describe it and then describe the method by which it is used, employing pantomime freely. This will encourage the children to likewise use gestures to supplement their verbal descriptions.

As soon as the children understand what is expected, allow one child at a time to volunteer. Encourage them to think of something that they like to use, whether it is available for demonstration or not. Give minimal but sufficient assistance to each child to assure that this demonstration is successful.

Be sure that each child who wishes to participate has a turn. Expect and accept copying.

Praise each child immediately upon the completion of his successful demonstration, using the terms, "You can. . .," "She can. . .," "Can you ever!!!", etc.

Remember that language development is *not* the prime focus for this activity. The principal purpose is to be sure each child receives deserved positive feedback which is personally meaningful to him.

Week 7 – Mastery in Language

Thursday – What Is It Made Of?

For purposes of consolidating and promoting a sense of relatedness, review with the children what we have been doing thus far this week. Praise the children for sharing their knowledge and for developing increased effectiveness in their ability to explain things in words. They have been teaching each other and helping the others to become more effective too, because they know more things now than they did before.

Today our activity is called, "What Is It Made Of?" Give an example of a nearby object, and tell the children what material the object is made of.

Give each child an opportunity to name an object and tell what it is made of. Correct any errors or misconceptions immediately, being careful to avoid, as much as possible, any sense of failure or inadequacy. Keep your attention on each child until he succeeds. If his first attempt was not successful, give him the right answer, and encourage him to try another object that he is more sure of.

Praise each child as soon as he succeeds, using the words, "You can. . ." in various ways. Then proceed, giving every child a turn.

If things are going well, the children are learning new facts, practicing at expression and at listening. They are also improving their concepts of themselves as capable people who can succeed at challenge, and in this way, they should be developing a positively oriented sense of motivation about the educational process and the process of living assertively and confidently in general.

Week 7 – Mastery in Language

Friday – Why Is It Good For Us?

By today, the children have had a chance to express, to listen, to learn, and to receive positive praising feedback from you. They should now be showing more positive motivation to pursue further activities.

Part of mastery is the understanding of why things are beneficial to use. Children tend to enjoy the kind of education that they perceive as being most personally meaningful to them. Very few children can anticipate many years ahead and understand why many of the school demands are going to *ultimately* benefit them. The child is oriented toward *now* and immediate satisfactions. Older children can appreciate better how things they are expected to master now might benefit them at a much later time.

Start out by telling the children that today we are going to tell "Why Is It Good For Us?" Tell them that everything that we make or use has at least one good reason for having been made in the first place, although all things do not always benefit everyone. Today we want to think and talk about things we know about that are good for us, and then we are going to tell *why*. Suggest items, specifically, that are good for us, for fun or for work. Give an example in each category to orient the chilaren more clearly to what is expected.

After giving two examples, call on volunteers, one at a time, and *praise them after they succeed,* always using the term "You can. . ." and its variations. Each child must have a turn, and each must succeed to obtain his appropriate praise.

Remember that the principal reason for the activity is to provide each child with an opportunity to receive honest, deserved, personal commentary from you, a significant adult in his life, on his ability to explain something. Focus on this aspect throughout the session.

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 8 – Mastery in Math Skills

Monday:	Bead Counting
Tuesday:	Adding Beads
Wednesday:	Bead Counting
Thursday:	Adding Beads
Friday:	Counting and Adding

Week 8 – Mastery in Math Skills

Monday – Bead Counting

The purpose of this activity is to provide a vehicle through which the child can come to recognize himself as a capable person, in this instance, one who is capable because he can master numerical concepts.

Most children at approximately age 6 can count up to five, using fingers or objects, with very little practice. Most can add, either 1 and 1 or 2 and 2, with a little practice. Many can go much beyond this point.

Because there is wide variation from class to class, the precise magnitude of the challenge each day this week must depend upon your assessment of the children's level at which *success will be assured.* However, the challenge must be also difficult enough, so that the children will perceive the challenge as an exciting one and will become personally involved.

Each day this week the children will count and/or add beads. You will wish to set each day's goal on a slightly higher level of challenge than the day before. (If beads are not available, any other such set of objects will do.)

We are using numerical concepts as a means of building self-confidence. We are not teaching math. The math lesson is purely incidental.

As each child succeeds, tell him "You can count beads," or ask another child to tell him that he can count the beads. Stress the words, "You can. . .". Self-confidence is assured when: 1) The child becomes personally involved by perceiving the level of challenge as difficult enough so that success with it will have impact, yet it must be perceived as being easy enough so that success almost certainly is assured; 2) The child succeeds, recognizes that he did so, and has witnesses to his accomplishment; 3) He is praised immediately by the credible and powerful endorser of reality, the teacher.

Do not emphasize the math skill. Rather, remind each child that he is the kind of person who is *able, can learn things.*

Week 8 – Mastery in Math Skills

Tuesday – Adding Beads

Re-read Monday for the general rationale.

Today the vehicle will be either adding 1 and 1, or 2 and 2, or higher number levels, so that the formula, outlined yesterday that ensures the building of self-confidence, is operating.

Using the words, "You can. . .", be sure to praise each child as he succeeds, and keep the significance general, i.e., that he is the kind of person who is *able, can learn things.*

Week 8 – Mastery in Math Skills

Wednesday – Bead Counting

Taking guidance from Monday, advance to the very next level of counting where more serious challenge is involved, and *success is assured.*

Using the words, "You can. . ." in various ways, praise each child as he succeeds, and emphasize how he is the *kind of person who can learn things.*

Week 8 – Mastery in Math Skills

Thursday – Adding Beads

Again, continuing from Monday's guide, the next advanced level of adding is applied as it presents a significant challenge, yet each child is able to perceive that success is assured.

As usual, using the words, "You can. . .", praise and emphasize how each child is the kind of person who *can* learn things.

Week 8 – Mastery in Math Skills

Friday – Counting and Adding

Today's activity combines the challenges of counting and adding as the vehicle by which the children can demonstrate to themselves that they are the kind of people who *can learn.*

The level of challenge will need to be adjusted by you, so that it advances significantly for the children who have been succeeding early this week; yet success, at the same time, must be virtually assured.

Emphasize to the children that they are the *"kind of people who can learn."* This remark will have maximum effect if each child is told this individually and personally, while mentioning his name.

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency, and Effectiveness

Week 9 – "My Powers To Be and Do"

Monday:	Energy Is The Ability To Work
Tuesday:	Self-Control Is The Power To Not Do Something That You Can Do
Wednesday:	Having Many Kinds of Self-Control
Thursday:	Protection Against Harm By Doing Something
Friday:	Protection Against Harm By Not Doing Something

Week 9 – "My Powers To Be and Do"

Monday – Energy Is The Ability To Work

Introduce the idea to the children that there is something that we all have, and it is called energy. Energy is power or the ability to work, to do things.

Tell the children that you have power, that you can do many things. You can walk and talk and get dressed and read and write, and you can do just hundreds of other things.

Ask each child if he would like to tell us one or two things that he can do, especially those things that he feels sure that he can do, those things that he feels most confident about.

Listen neutrally. Ask for the child to describe his feelings about his ability and how proud he must feel to know that he has these powers. Use the words, "you can" to praise him for what he said he could do.

At the end of the session, review as a group what each child said. Evaluate the manner in which the session proceeded.

Week 9 – "My Powers To Be and Do"

Tuesday – Self-Control Is The Power To Not Do Something That You Can Do

As an example, discuss with the children how the ability to talk is a power, but we also have the ability to keep ourself from talking. This is an example of having the power to do something, but not doing it, even though we feel like doing it. This is called *self-control.* And this is one of the most important powers that people can have.

Give as many personal examples as necessary to help the children understand well enough, so that each can give an example of his own.

Ask each child to tell one thing that he has felt like doing, but did not do, because he used his self-control, his power to not do something that he wanted to do. *Part of tomorrow's activity will be to tell what stopped him from doing what he felt like doing.*

Praise his contribution, using the words, "*you can use self-control*". Ask him how it makes him feel to know that he can use self-control.

Summarize and evaluate the session as a group.

Week 9 – "My Powers To Be and Do"

Wednesday – Having Many Kinds of Self-Control

Discuss with the children how yesterday we mentioned one thing that we had the power to do, and wanted to do, but instead of doing it, we did not do it; we used self-control.

First tell what stopped you from doing the thing you felt like doing that you described yesterday. Now ask the children to give the reason that they used self-control instead of doing the thing they felt like doing.

Ask each child to tell as much as he can about how he thought it might be better not to do it, rather than to do it. Also ask him to tell about how he feels now about his reason for showing self-control.

Then ask each child to tell more things that he wanted to do, but thought it would be better not to do. As he does so, help him to see that he was using his power of self-control. Ask him how it makes him feel to know he used self-control. Identify with the children the different kinds of self-control that are described.

As a group, summarize and evaluate the activity.

Week 9 – "My Powers To Be and Do"

Thursday – Protection Against Harm By Doing Something

Discuss with the children how we all have many abilities, things we can do. In using our abilities, we can protect ourselves, another person, or an animal against harm. For example, when we see to it that our pet cat or dog gets fed, we are protecting that animal against the harm of hunger or dying of starvation.

Ask each child if he can give an example of something he was able to do and did, so that he or another person or animal was protected from suffering some kind of harm. Ask him how he feels about his action.

Be sure to listen to the feelings behind the children's remarks. Provide opportunities for the children to show how well they listened to each other, by reviewing together what each person said.

Summarize and evaluate the activity as a group.

Week 9 – "My Powers To Be and Do"

Friday – Protection Against Harm By NOT Doing Something

Review briefly with the children what we have been talking about this week. In the first place, we all have energy which is the ability to work, or to do things. And we are proud of the things we can do, because we like to be able to do things. It gives us a good feeling, and it makes other people proud of us. We also have the ability to *not* do something that we might want to do. This is a power also. We call it self-control.

Yesterday we talked about protecting ourselves or another person, or animal, from harm. Our powers to do. Today we want to talk about using our self-control – our powers not to do – as a way of protecting ourselves or another person, or animal, against harm.

Give a personal example of your own. Then give each child a turn, helping him to explain how the not acting protected him or some other person or animal from harm. Ask each child to tell how he feels about having used his self-control.

Review what each child said at the end of the session, and summarize together to the effect that we all have a choice whether to use our self-control at times or not to use it.

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency, and Effectiveness

Week 10 – I Can Do Things For Myself

Monday: Things About Dressing I Can Do For Myself

Tuesday: Household Gadgets That I Can Use By Myself

Wednesday: Some Things At School That I Can Do For Myself

Thursday: Something I Want To Do For Myself, But Don't Know How

Friday: Something I'm Very Proud That I Can Do By Myself

Week 10 – I Can Do Things For Myself

Monday – Things About Dressing I Can Do For Myself

The basic purpose of this activity is to help the children to perceive themselves as being self-sufficient in those areas where they are self-sufficient.

For some reason that is not clear, people tend to dwell upon those areas where there is limited functioning and to overlook those areas where there is capability.

This exercise allows the children to focus on the positive, by deliberately orienting their thinking in the direction of reviewing aspects of their self-sufficiency.

Each child is provided with the opportunity to experience and display his pride about his capability. Sustain his participation, by asking him open-ended questions. After each child tells about himself, ask him how he feels about his accomplishment. Focus on the good feelings the children report rather than the content of their stories.

Every child should have a turn, and should be encouraged to go into considerable detail about what problems he had to overcome in developing his capability. If some children do not tell about dressing, they should be encouraged to tell about some other facet of their self-sufficiency.

At the close of the session, review together what was said, the children displaying, through recall, how well they listened.

Summarize what we learned today and why it is important to concentrate on how we can do things and the good feelings that come with accomplishment.

Evaluate the manner in which the group proceeded.

Week 10 – I Can Do Things For Myself

Tuesday – Household Gadgets That I Can Use By Myself

The rationale for this exercise is found in the plan for Monday.

Today the children have the chance to remind themselves of, and to exhibit their self-sufficiency in the area of using household gadgets.

This covers a wide range of possibilities, and it is important to see to it that every child comes up with some contribution, even if you need to call his attention to something he can do, such as using a glass and the faucet to get a glass of water.

As usual, center the discussion around the good feelings each child has about his capability, and be sure to mention each child by name. If and when silences occur, wait patiently for the children to think of what they wish to share.

As in yesterday's session, conclude with a review and a summary, giving special attention to how good it is for us to remind ourselves about how capable we are, with the children doing most of the talking.

Evaluate the manner in which the group proceeded in the remaining time.

Week 10 – I Can Do Things For Myself

Wednesday – Some Things At School That I Can Do For Myself

The rationale is the same as Monday.

Today each child is given a turn to remind himself about something he can do for himself and to exhibit his self-sufficiency, this time as it is exercised at school.

If any child should have difficulty in thinking of something, the other children should be encouraged to remind him of things that he is overlooking.

Particular attention should be given to the pride that is associated with each accomplishment.

As time permits, the children should be gently encouraged to tell about the struggle or self-doubts that might have been connected with these achievements. Emphasis should be placed on how it pays off to keep trying.

As usual, review, summarize cognitively, and evaluate the session.

Week 10 – I Can Do Things For Myself

Thursday – Something I Want To Do For Myself, But Don't Know How

One purpose for today's activity is to permit overt recognition of limitations and allow for the presentation of helpful suggestions by the other children. Every child must cope often with his limitations. It is important to protect him, therefore, against developing a negative self-orientation by:

1) Allowing him the benefit of universalization by hearing other children express their inadequacies, and

2) Allowing him to receive helpful suggestions from the other children, one of which might work.

This should not be conceived as an opportunity to share futility, but as a chance to foster the spirit of cooperation among the children. It also sets the stage for, by giving license to, the seeking of help from other children rather than only from the teacher. Ask the children giving and receiving suggestions how it makes them feel.

Direct the summary discussion around the rationale mentioned above, helping the children only as much as is necessary to conclude that everyone has limitations, and that people can try to help each other with their limitations.

Allow the children the opportunity to demonstrate how well they listened and paid attention to each other, by reviewing what each child said and by cognitively summarizing the activity.

Week 10 – I Can Do Things For Myself

Friday – Something I'm Very Proud That I Can Do By Myself

Every child has some peak experience in which he really surprised himself in finding out that he could do it all by himself.

Since the children have been at this for the past four days, they are more ready now to be able to give full expression to some important accomplishment, in some detail.

Be sure that every child has a turn. If some of the children cannot recall something special, ask the other children to mention something they know of that these children can do – or do this yourself. Then ask the child to tell about how he learned to do it. Always focus on the child's feelings rather than the content.

As usual, review, summarize, and evaluate the activity.

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency, and Effectiveness

Week 11 – "How I Got What I Needed"

Monday: I Was Able To Get What I Needed

Tuesday: I Couldn't Get What I Needed

Wednesday: I Was Able To Get What I Needed

Thursday: I Couldn't Get What I Needed

Friday: How I Got What I Needed

Week 11 – "How I Got What I Needed"

Monday – I Was Able To Get What I Needed

To be able to get your needs met is the same thing as being effective.

Our purpose today is to first, allow each child to remind himself and the others that he can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the children to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first, if the children appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other children. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself, and periodically ask the children to reflect in summary fashion about how some child effectively got some particularly universal need met. In this way, the real lesson has eminated from the child rather than from you. By being exposed to constructive solutions to problems, each child should learn some ways to function more effectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each child reports concerning experiencing himself as effective and finding out how other children became effective.

Evaluate as a group the manner in which the session proceeded.

Week 11 – "How I Got What I Needed"

Tuesday – I Couldn't Get What I Needed

The basic purpose of this lesson is to open the door in the children's thinking to the idea that they themselves, and other children, can come up with helpful suggestions.

Expect that many of the suggestions will be silly or inadequate. The children have had only very little experience in being allowed to serve as problem solvers.

Nevertheless, the children should be encouraged to try and should be thanked for making some suggestion, even though it has no value in your opinion. As each suggestion is made, the child who has presented the problem is asked if the helpful suggestion is one that fits and he will be able to use. If he says, "No," then drop it and go to the next suggestion. But if the child hears a suggestion that sounds good, and he wants to try it, then start a new round with another child's problem.

Ask the children to tell how it feels to give and receive helpful ideas. Focus on their feelings.

Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the children toward expression of these concepts.

Week 11 – "How I Got What I Needed"

Wednesday – I Was Able To Get What I Needed

See Monday. The activity is the same. This time, however, the children should be able to express themselves more adequately and more completely because of the practice they have had the past two days.

As usual, review as a group what each child said, focusing on his feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.

Week 11 – "How I Got What I Needed"

Thursday – I Couldn't Get What I Needed

This is a repeat of Tuesday. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other children.

Thus the children are allowed to teach each other. How it can pay to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the children can apply them, they will become more effective.

After a review of what each child has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.

Week 11 – "How I Got What I Needed"

Friday – How I Got What I Needed

As the children are now fairly well versed in how to talk about getting needs met, they sould be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went about accomplishing this.

Encourage full cross-comments among the children, in terms of whether that is what they would have done, or if they would have had a different way to solve the problem.

Invite the group to review what each child said, focusing on his feelings. Then summarize what has been accomplished throughout the week, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations too. We can help each other if we are willing to listen and try to understand. Concentrate on how it is helpful to us to have learned these important things.

Unit 2 – Six Weeks on Mastery: Self-Confidence, Self-Sufficiency, and Effectiveness

Week 12 – "How I Got Into Trouble"

Monday: I Didn't Know I'd Get Into Trouble

Tuesday: I Knew I'd Get Into Trouble If I Did It

Wednesday: There Was No Way to Avoid Trouble

Thursday: Somebody Got Me Into Trouble

Friday: The Worst Trouble I've Been In

Week 12 – "How I Got Into Trouble"

Monday – I Didn't Know I'd Get Into Trouble

All children of this age get into trouble on the basis of just plain inexperience.

The major purpose of this activity is to help the children to become more effective, by learning how to get their needs met without getting into trouble.

Another purpose is to help the children to realize that they are not necessarily bad just because they got into trouble. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble, by letting everybody know what kinds of things can happen. They can learn to avoid a lot of trouble just by listening carefully.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely, and they do love a little adventure.

Ask them to tell how they felt at the time of the incident – and now.

Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you got into trouble too in some way – now, or as a child.

Invite the children to review what each child reported, focusing on the feelings he had. Ask them to summarize the activity around the points mentioned above.

Evaluate together the manner in which the group proceeded.

Week 12 – "How I Got Into Trouble"

Tuesday – I Knew I'd Get Into Trouble If I Did It

This is a different kind of trouble, resulting from factors other than inexperience. It is a very common problem.

Even though we know we are going to get into trouble, we sometimes go ahead anyway. But there usually is a "special" reason.

Encourage each child to explain how he proceeded to get into trouble, even though he knew it would happen, taking your turn first if need be.

As each problem situation is presented, invite the children to come up with helpful suggestions for each other, so they can deal with the problem in a better way when it comes up again.

Try to be sure that every child gets a turn. If time is a limitation, the emphasis should be placed on the problem-solving aspect. Focus on the feelings that accompany helping each other solve problems.

Summarize to the effect that we always feel that we have a good reason to do what we do, but that someone else may not feel that it is such a good reason.

Week 12 – "How I Got Into Trouble"

Wednesday – There Was No Way To Avoid Trouble

This is a minor variation of yesterday's activity. The purpose is to increase the children's repertoire of coping skills, so that they can learn how to make a better adjustment.

This is accomplished much in the same vein as yesterday, by having the children each tell of an episode, and as soon as each child is finished, the other children are invited to supply them with new ideas that might help the next time.

In addition to the helpfulness aspect and its accompanying feelings, the matter of how important it is to listen may be focused upon, reminding the children how they might learn something of value to them, even while a suggestion is being made for another child.

The summary should be made in keeping with the kind of helpful ideas that come up generally, and why it is good for us to share together in this way.

Evaluate as a group the manner in which the group proceeded.

Week 12 – "How I Got Into Trouble"

Thursday – Somebody Got Me Into Trouble

The main purpose today is to help the children to recognize more clearly the measure of responsibility that they may have had in causing the trouble that, as they see it, someone else caused.

Whichever way the trouble arose, helpful suggestions should be elicited as usual.

If it seems that the child has ignored his role in causing the trouble, the other children should be invited to help him to see how he might have had something to do with causing the trouble. For example, a child may feel that he got into trouble because some child told him to do something. But, another child may point out to him that he did not have to do the thing. That was his part in it.

It is especially important that you be willing to go first today – allowing the children to point out alternatives to you. The benefits are that the children will either get some helpful suggestions or else their tendency to deny their responsibility and to project it onto someone else will be reduced.

You will need to guide this activity very closely allowing no child to become derogatory or critical of another. Rather, place the emphasis on how we can sometimes help, by pointing out things to each other that we can see that the other person can't see.

As a summary, invite each child to tell his personal meaning of today's activity.

Week 12 – "How I Got Into Trouble"

Friday – The Worst Trouble I've Been In

The children have now had several days to learn to feel comfortable and to use the language relating to trouble. Today, opportunity is provided for each child to talk about something which may be troubling him.

By this time, the children are very aware of the accepting atmosphere and the procedure of making helpful suggestions.

As time permits, try to be sure that every child who wishes to, has a turn. Focus on his feelings rather than the content of his story.

As a summary, encourage the children to discuss the broader meanings of today's activity.

SOCIAL INTERACTION

Six-Week Unit on Understanding How People Affect Each Other

First Semester (Weeks 13 to 18)

Unit 3

Week 13 – Getting and Giving Approval

Week 14 – Getting and Giving Disapproval

Week 15 – Giving and Earning Approval for Kind Behavior

Week 16 – Getting Attention

Week 17 – "I Can Make You Feel Bad or Good"

Week 18 – Being Included or Excluded

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

Week 13 – Getting and Giving Approval

Monday:	I Did Something That Somebody Liked
Tuesday:	Somebody Did Something That I Liked
Wednesday:	I Did Something That Somebody Liked
Thursday:	Somebody Did Something That I Liked
Friday:	We Did Something For Each Other

Week 13 – Getting and Giving Approval

Monday – I Did Something That Somebody Liked

There are four ways that people affect each other. Tell them you can please people or displease them, and that other people can either please or displease you.

Today, we are going to tell some examples of one of these four possible ways that people can affect each other; it is the activity, "I Did Something That Somebody Liked."

The basic purpose is to provide an opportunity in which the children can learn, by stating their own personal experience and by listening to the personal experiences of others, how somebody can do something that another person likes.

It will be easiest to get the children started if you begin by giving a personal example of how you did something that somebody liked. In finishing your story, tell how you produced good feelings in the other person. Say that when you make another person feel good, that's the same thing as doing something they like. Tell by what behavioral signs you know that they felt good.

Give every child a turn. They will tend to be more elaborate in their productions if they are asked to tell a "story" about how they did something that somebody liked.

Show appreciation to each child, in your own way, for his contribution, but do not tell them what "good little children" they are, because next week they will be talking about doing things that people did not like, and we do not want to give the children at that time the idea that they are bad. There are better tools to foster considerate behavior than old-fashioned moralizing.

Be neutral, summarizing as a group the essential thought at the end of each child's story. Focus on the feelings of each child at the time of the incident he reports, and now.

After a review of what each child has said, summarize to the effect that everyone can do things that another person will like, with the children doing most of the talking. Evaluate together the manner in which the group proceeded.

Week 13 – Getting and Giving Approval

Tuesday – Somebody Did Something That I Liked

Yesterday we told how we had done something that another person liked, that made them feel good. We can all do things that other people will like, and that will make them approve of us. This is the second interpersonal equation.

Another thing that happens between people is that *they* can do something that *we* like.

Give the children a personal example, showing how somebody, possibly a child in the group, did something that pleased you, how it made you feel good, and that you are grateful or appreciative. (Do not be concerned if the children do not understand all of the terms immediately; they will in time; all we are after at this time is the general theme which they will all understand.)

Give each child a turn to tell his "story," in which somebody did something that he liked. Asking open-ended questions, encourage each child to tell his story as fully as possible. Show appreciation to him when he is finished, and ask another child to give a very brief review of the main point, or do so yourself. Stress the point that it was something that he liked, and ask him if he was grateful or appreciative.

When all of the children have had a turn, summarize as a group, in relation to the central and general points of today's activity.

Evaluate together the manner in which the group proceeded.

Week 13 – Getting and Giving Approval

Wednesday – I Did Something That Somebody Liked

This is the same activity as Monday.

Because of the last two days of practice, the children will probably be capable of much greater articulation today, and should thus be able to dwell more easily on the focal issues.

After everyone has had a turn, review together what each child said, giving the children the opportunity to demonstrate how well they listened.

Summarize with them, reviewing that we can all do things that another person will like, that will please him, or produce some other good feeling. When we do something that another person likes, they are probably grateful or appreciative.

Week 13 – Getting and Giving Approval

Thursday – Somebody Did Something That I Liked

This is a review of Tuesday's activity.

Because of the past three days of practice with the language and the concepts, there should be a deepening and broadening comprehension of the basic ideas.

Give every child a turn, reviewing, summarizing, and evaluating in the usual fashion.

Week 13 – Getting and Giving Approval

Friday – We Did Something For Each Other

The purpose of today's activity is to provide the children with a beginning notion of the reciprocity aspect of social relationships. All human relationships must be mutually beneficial in some way, or else they sooner or later fall apart.

First, give an example of your own, in which you did something that pleased someone and how that person in turn did something that pleased you. Then listen in the usual neutral fashion to each child's story.

As each child finishes his story, show your appreciation to him, and review briefly with him the main points. Ask him if there was appreciation from one or both people, and if so, how he knew of the appreciation. It is not vital that the child be able to answer this question. He will benefit merely from having been asked. The appreciation issue is an important one, and it is the main motivator for continued thoughtful or constructive behavior.

For summary, invite the children to comment on how many different kinds of things people do for each other, and how nice it is when they can be sure there is appreciation.

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

Week 14 – Getting and Giving Disapproval

Monday:	Somebody Did Something That I Did Not Like
Tuesday:	I Did Something That Somebody Did Not Like
Wednesday:	The Teacher Did Something That I Did Not Like
Thursday:	I Did Something That The Teacher Did Not Like
Friday:	We Each Did Something The Other Did Not Like

Week 14 – Getting and Giving Disapproval

Monday – Somebody Did Something That I Did Not Like

This is the third of the basic interpersonal equations: Other people can produce displeasure in us.

This equation is learned by having each child tell a "story" in which someone did something that he did not like, after you tell a personal episode of your own. Focus on how the action resulted in causing bad feelings.

New facets of human functioning appear. There is a universal tendency for us to forget our share in escalating a conflict, but to remember very well the other person's injustice upon us. This mechanism is called projection or externalization of the blame.

It is very beneficial for the children to come to understand externalization in a very personal and subjective way, and that they are very prone to use this device to preserve the *image* of good self-esteem. But this understanding will result in a more meaningful form, if the person who helps the child see his own externalization is another child, rather than the adult.

For this reason, the teacher should strive fully here to serve as a leader (one who serves and guides), rather than as a teacher (imparter of information). The secret of success is to get the other children to help the child presenting to search into his own behavior for a possible triggering act for the disliked behavior of the party who is complained against.

Be sure to show acceptance to each child for his contribution, but do not allow a child to misuse the helping role by putting down the other child.

Culminate the activity with a thorough review, focusing on the feelings of the children rather than the content of their stories. By repeating what they heard each other say, the children have an opportunity to demonstrate how well they listened and paid attention to each other.

Summarize as a group, focusing on how we are beginning to learn that we can help each other by pointing out how we might have had some responsibility in another person's behavior toward us that we perceived as being negative.

Evaluate the manner in which the session proceeded.

Week 14 – Getting and Giving Disapproval

Tuesday – I Did Something That Somebody Did Not Like

The purpose of today's activity, which is the fourth of the interpersonal equations, is to advance the children's ability to recognize, accept, and understand the inescapable reality that they can sometimes bother other people. This is usually more difficult to face than what was experienced yesterday. However, after recognizing that other people have bothered them, they should be more receptive to recognizing that they too can bother others and begin to accept more responsibility for their own actions.

Even for many six-year-olds, admitting negative behavior – can still be a rather sensitive area. Our task is to reduce the fearfulness associated with the honest recognition of their less-than-perfect selves. Through the accepting, non-moralizing atmosphere, the children gain the courage to look upon themselves with a higher degree of objectivity.

Break the ice by shedding your facade of being perfect. Relate an event in which you did something that somebody did not like. It may have been accidental or intentional. You will have to choose the ground that you can feel most comfortable on, yet reveal some behavior which bothered someone.

As the children are given the opportunity to volunteer this kind of a story, it will sometimes be found that quite a few of them have what seems to be a bad memory. Others will appear to genuinely believe that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time.

Do not use any pressure to get a child to relate such an episode. Remember, our purpose is to reduce fear of being honest with one's self, not to increase this fear or the fear of the teacher. If only a few of the children develop enough courage to tell an episode, this will be enough examples to get this universalization point (everybody bothers people) across.

The purpose is *not* to get the children to tell a negative episode. This is an important vehicle, but our purpose is to help children understand that if someone shows him disapproval, this occurs because he made the person feel bad. We are attempting to help the children to develop more courage to face themselves as they truly are. Focus on the feelings of the people involved, rather than the content of the story each child tells. Let him know you appreciate his courage to tell the story.

After a thorough review of what each child said, summarize as a group to the effect that just because we have bothered someone, does not necessarily mean that we are "bad" people. It means that we bothered someone, and now, if we want to stop bothering them, we know more about how to do it.

Evaluate together the manner in which the group proceeded.

Week 14 – Getting and Giving Disapproval

Wednesday – The Teacher Did Something That I Did Not Like

Discuss with the children how it takes a lot of courage to tell a grown-up something they did that you did not like. Say that you are trying to be the kind of a grown-up who likes to know if you do something that a child does not like, because then you can try to do something about it. If you do something that one of them doesn't like, and you *don't know about it,* then there is not much that you can do about it.

As the children bring up things that you have done that they do not like (they will probably be most reluctant, but some will be able to do this), be sure not to take a defensive attitude. Just listen neutrally, whether the complaint seems valid or not. Help the child verbally focus on the feelings in him that were engendered.

The major purpose of this activity is not to set things straight. Rather, it is to increase the children's courage to express resentments toward the teacher. This is best done by allowing them to do so and to find out that nothing catastrophic happens. Instead, they are listened to acceptingly and seriously. The child also becomes more in touch with his own feelings. He learns that you find his feelings (not necessarily his reasoning) acceptable and valid.

Make sure, before the session is completed, that each child who shares knows that right now things between you and him are fine. He may be worried about your relationship after bringing up something that you did that he did not like.

Some adults believe that children should not voice disagreement or resentment toward their elders. These adults should ask themselves if they prefer for these children to *pretend* respect, through fear, or if they would like to have the children genuinely give respect because they have admiration for the adult.

Summarize, by discussing how they probably thought something terrible would happen when they talked about what you had done that they did not like, but as they can see, nothing terrible has happened. As time permits, invite comments on how these resentments might be reduced in the future.

Week 14 – Getting and Giving Disapproval

Thursday – I Did Something That The Teacher Did Not Like

Tell the children how much courage they have been showing the past two days in being able to face up to the negative. Tell them that you are proud of their being so brave, and that you have a new, tough game to play.

Tell them that you want them to know something about you. It is the way you try to help children to become less afraid. (When children become less afraid, they don't think that they have to be perfect for you.) Tell them that you know that they will bother you once in a while, and you will try to understand and will still like them. Tell them that you appreciate their ability to be honest about things. Discuss with them how we've been in school for sometime, and each one has done some things that you did not like. Some things you remember, and some have been forgotten.

Begin the session by telling of something you did as a child to displease your teacher. Give each child a turn to tell of something that he did that you did not like. Listen neutrally. *The purpose is not to judge; it is to keep the door of communication open, so that there can be better understanding.*

In response, be careful not to judge, but honestly tell how the incident made you feel, where you feel things went wrong, and how they might go better next time.

If a child makes some judgmental remark, diplomatically direct his attention away from the judgmental content. Help point out the feelings which lay beneath, for which acceptance should be shown.

With each child who shares, attempt to let him know that right now things are good between you and him. He may be anxious about the relationship after talking about what he did that you did not like.

As usual, review as a group what each child said, and summarize the content of the session, emphasizing that it is helpful and good to know how disapproval is brought about and to give and receive helpful suggestions regarding how pitfalls can be avoided more often in the future. Evaluate together how the group proceeded.

Week 14 – Getting and Giving Disapproval

Friday – We Each Did Something The Other Did Not Like

Beside the obvious lesson implied in the name of the activity, the purpose today is to promote an orientation of understanding, rather than self-justifying escalation in conflicts.

Take advantage of the time today to give any children who did not have a chance to participate yesterday or earlier in the week an opportunity to speak. By now, more may have gathered the courage to do so. It may also be useful to give attention to any important "unfinished business" that may have been begun earlier in the week related to getting and giving disapproval. Remember always to help the child to speak about his feelings which relate to his story.

As usual, review together what each child said, summarize, and evaluate the session.

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

Week 15 – Giving and Earning Approval for Kind Behavior

Monday: What Could I Do For You?

Tuesday: What You Could Do For Me

Wednesday: Commitment Review

Thursday: What Could I Do For You?

Friday: What You Could Do For Me

Week 15 – Giving and Earning Approval for Kind Behavior

Tuesday – What You Could Do For Me

The purpose of this activity is to provide the children with a chance to learn the language and overcome the fear associated with asking for a favor.

As on Monday, requests must be: 1) Possible and 2) Reasonable.

When it is a child's turn, he chooses another child and asks for a favor. When the child who was chosen shows his willingness, agrees to its possibility and reasonableness, he then makes a commitment about when it will be fulfilled.

Discuss with the children how good feelings are associated with giving kind behavior, but that when a commitment is made, but not kept, bad feelings are aroused.

Tell the children that we will be talking about how these commitments were kept in tomorrow's circle session.

Review, as a group, at the close of the session, the favors that the children requested.

Summarize this activity cognitively by recognizing how important it is to be able to ask for and offer favors and to learn about the importance of keeping commitments.

Unit 3

Week 15 – Giving and Earning Approval for Kind Behavior

Monday – What Could I Do For You?

The purpose of today's activity is to provide the children with an opportunity to learn the language and overcome the fear associated with offering somebody a favor.

Invite each to ask another child what he could do for him. Make sure that all the children understand that the favor that is accepted must be both: 1) Possible, and 2) Reasonable. This places the responsibility on the child who is chosen to name a favor he would like. Help the children only as much as is absolutely necessary to make these decisions.

In a way this is training in manners, but it is much more. In the first place, no child is pressured into offering a favor. Rather, he is offered the opportunity to do so if he wishes.

Finally, when the child offering learns what another person would like him to do, he will need to determine whether or not it is something that he wants to do, whether it is possible, and is reasonable. Then he gives the commitment when it will be done. This need not be during the circle session. Help the children to choose each other in such a way that as many children as possible have been chosen.

Review together what each child committed himself to do for another, allowing the children to show how well they listened and paid attention.

In the summary, emphasis should be placed on the good feelings associated with offering and receiving kind behavior, and on how important it is to keep commitments. Tell the children that we will spend Wednesday finding out how the commitments were kept.

Evaluate the session with respect to how well it proceeded.

Week 15 – Giving and Earning Approval for Kind Behavior

Wednesday – Commitment Review

Character means dependability. And dependability means commitments made and kept. This is a character-building exercise.

Remind the children that we offered favors on Monday and asked for favors on Tuesday. Today we want to find out if these commitments were kept.

Allow each child to first tell if he offered a favor, to whom, what it was, and to tell about how he kept it. Ask him how it made him feel to keep a commitment. Then ask the recipient how he felt.

If the commitment was not kept, first try to find out what the reason was. (The reason will often be, legitimately, "I forgot.") In such a way as to cushion the put-down, ask the supposed recipient how he felt. If you feel it would be appropriate, you may wish to encourage the child to re-commit himself. Don't forget to follow up later to see if he kept the commitment this time.

Don't expect every child to see the total picture today. Be satisfied that their understanding is moving in the right direction.

In the summary, ask the children to discuss the importance of keeping commitments.

Let the children know that their activities will be, "What Could I Do For You?" and "What You Could Do For Me" on the next two days.

Evaluate together how the group proceeded.

Week 15 – Giving and Earning Approval for Kind Behavior

Thursday – What Could I Do For You?

This is a repeat of Monday's activity.

Try to give every child a turn. Be sure to summarize the main points, with the children participating maximally.

Week 15 – Giving and Earning Approval for Kind Behavior

Friday – What You Could Do For Me

This is a repeat of Tuesday's activity.

Try to give every child a turn. As a group, be sure to summarize the main points, especially the good feelings that are produced when commitments are kept, and the bad feelings that are produced when commitments are not kept.

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

Week 16 – Getting Attention

Monday: How I Got Somebody To Pay Attention To Me

Tuesday: How Somebody Got Me To Give Them Attention

Wednesday: How I Felt When I Did Not Get Attention

Thursday: I Gave Somebody Attention Because They Needed It

Friday: I Did Not Know How To Get Attention

Week 16 – Getting Attention

Monday – How I Got Somebody To Pay Attention To Me

The purpose of today's activity is to show the universality and legitimacy of the need for attention. Secondary goals are to elucidate the different ways that people get attention, and to make it clear that there is a difference between getting attention and having people mad at you, compared to getting attention without getting anyone made at you.

Because the need for attention is so fundamental, there must be an almost unlimited number of ways to get this need met, ranging from the most elegant style to the poorest possible form. For example, you can get attention by being funny, informative, dramatic, helpful, disruptive, destructive, ineffective, and so forth. One of the most common and most acceptable ways to get attention is by giving attention in the form of a greeting.

-You might use such an instance as your personal example and tell how you got attention in return for the attention you gave.

For many children of this age, attention may seem at first to be a rather abstract concept, but by Friday it will be familiar to all. Therefore, do not expect them to understand fully from today's activity alone.

Give as many examples as are necessary to get the children going on this one. Try to extend their notion of attention to something broader than just greetings. Be sure to reinforce good listening.

Ask the children questions that center around the issue of whether they got attention in such a way that pleased the person or displeased the person.

After reviewing together what each child told, summarize in accordance with the general concepts that arise from the children's examples.

Evaluate as a group the manner in which the session proceeded.

Week 16 – Getting Attention

Tuesday – How Somebody Got Me To Give Them Attention

The purpose of today's activity is essentially the same as yesterday's. This time it is approached from a different vantage point.

Not only do we want and need attention from other people, but other people also need to get attention from us.

Give an example of how someone favorably got your attention, and then give another example of how someone who the children don't know unfavorably got your attention.

Give each child a chance to tell a story in which someone either got their attention in a pleasant or in an unpleasant way.

Show your appreciation to each child for his contribution, mentioning him by name.

Review, by asking the children to repeat the main point of each child's story, thereby giving them the opportunity to demonstrate how well they listened.

Summarize the general points about attention that were brought out, stressing how everyone needs attention and how it helps us to understand people better by knowing this.

Week 16 – Getting Attention

Wednesday – How I Felt When I Did Not Get Attention

One way we can get a bad feeling is when some person, from whom we wish to get attention ignores us instead.

Give them a personal example, and let them know how your feelings were hurt. Then allow each child to have a turn to tell his story about how, instead of getting attention from whom he wanted, he was ignored. Ask him to tell about how it made him feel.

Do not discuss with the children whether or not that person was being mean. In the first place, we hardly ever know what really went on because of both selective observational tendencies and equally selective tendencies in reporting events. Such situations must, therefore, be dealt with slightly with tongue-in-cheek, but at the same time given a prima facie validity, in which you believe that what the child is telling you is very probably as honest and as accurate as he can tell it.

While it would probably be best for you not to take sides or get involved in any criticism or resentment, the field is wide open for whatever remarks any of the other children may wish to make. Try to guide the discussion around the basic purpose of the activity.

After reviewing, summarize by discussing together how all of us get our feelings hurt when we feel that we are being ignored instead of getting the attention we want.

Evaluate as a group the manner in which the activity proceeded.

Week 16 – Getting Attention

Thursday – I Gave Somebody Attention Because They Needed It

The purpose of today's session is to put the children in touch with the charitable side of their nature, and to help them to recognize that they each have the power to meet this great and fundamental need for attention that all people have.

Most children, unless specifically reminded, rarely see the powers they have to do good things for others.

Give the children a personal example in which you noticed that someone needed attention, and describe fully how you went about giving it, because you wanted that person to feel good. Tell how giving the attention made you feel.

Tell them you bet they hadn't noticed that they all have done this same thing. But we all do, and now we are going to take a little time out and remind ourselves, and each other, how we have done this kind of thing. Ask each child to tell how it made him feel.

If they run into trouble remembering, encourage some of those who catch on first to arouse the memory of the others.

Try to get everyone to have a turn, and review what each child said.

Finally, summarize as a group to the effect that everyone needs attention, and every one of us has it within our power to give it.

Week 16 – Getting Attention

Friday – I Did Not Know How To Get Attention

This is a universal problem. And, as in almost all universal problems, it is good for the children to know that they are not the only ones who have it.

The major purpose of today's activity, however, is to allow the children to suggest to each other ways that they might have gotten attention where they were unsuccessful before.

Give a personal example, and see if you get one or more of the children to come up with a helpful possible solution that you could use next time. Allow every child who wishes to, to have a turn. Tell which suggestion sounds like one that you will be able to use next time.

Then give every child a turn. Immediately after each child presents his problem, go around and get as many different helpful suggestions as you can. When someone comes up with a suggestion that the child feels will work, let him say so. Then go on to another child to present his problem.

Summarize, as a group, the main points brought out in today's activity.

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

Week 17 – "I Can Make You Feel Good or Bad"

Monday:	How I Can Make You Feel Good
Tuesday:	I Can Make You Feel Good or Bad
Wednesday:	I Can Make You Feel Good or Bad
Thursday:	I Can Make You Feel Good or Bad
Friday:	I Can Make You Feel Good or Bad

Week 17 – "I Can Make You Feel Good or Bad"

Monday – How I Can Make You Feel Good

What makes a person socially desirable is his power to be able to make another person feel good. All children feel essentially helpless, even though they have this important power. The purpose of today's activity is to help the children recognize and appreciate the power they have to make another person feel good.

Give a personal example. When the children have the idea, allow each to tell how he might be able to make another child in the group feel good. He should continue guessing about the child he chooses until he can think of no more possibilities. If he gives up, encourage him to ask the child to tell him how he could make him feel good.

One of the benefits of the guessing part of the game is that it gives the children a chance to see just how much they project (attribute their own thoughts and wishes onto others) and to learn the superiority of asking, to guessing, when it comes to getting valid information. This won't stop them, however, from enjoying the guessing part of the game.

Try to be sure that every child has a turn. If some child holds back, see if you can get one of the other children to guess what he could do for him that would give him a good feeling.

Summarize how you are valued when you can make another person feel good, and how the best way to find out about a person is to ask him something about himself.

Evaluate together how the group proceeded.

Week 17 – "I Can Make You Feel Good or Bad"

Tuesday – I Can Make You Feel Good or Bad

The basic purpose of this activity is to help each child to realize that he is powerful. The power that is exposed today is the capability to influence the feeling state of another person, for better or for worse.

This is accomplished by having each child tell another child who has volunteered to be "it", "I can make you feel good or bad." The child should then tell him what he could do to make him feel bad, and following this what he could do to the child to make him feel good. This, however, is only an introduction. Ask the child to elaborate on his two choices. He should tell in what way he thinks his action would make the other child feel bad and then describe the *kind* of bad feeling he thinks the child who is "it" would experience. The same procedure would then be repeated for the good feeling.

By giving the explanation in detail, the child who is talking, as well as others who are listening, are gaining a richer understanding of each other's psychology and motivation.

At the outset, when asking for volunteers to be "it", be sure that the children know what is going to happen and what they are volunteering for.

Do not be alarmed at expressions of morbidity, because these are universal, and to avoid them would only belie the reality testing of the children.

Everybody has sadistic fantasies. It would be grossly unfair to try to hide this reality from the children. It is more important to clarify for the children the distinction between having sadistic thoughts and feelings, which are inevitable, and taking action on these thoughts or feelings which can never be permitted.

If any child is hurt or angry because of what occurs, try to help him by asking the children in the group to make suggestions on how to make the child feel better.

As time permits, encourage as much cross-discussion between the children as is possible.

After everyone has had a turn, review briefly and summarize by discussing how this activity has helped us to realize that each of us has a power – to make others feel good or bad – and the responsibility for its use is ours.

Tell the children that we will do this activity again tomorrow and on Thursday and Friday.

Week 17 – "I Can Make You Feel Good or Bad"

Wednesday – I Can Make You Feel Good or Bad

Same as Tuesday.

Week 17 – "I Can Make You Feel Good or Bad"

Thursday – I Can Make You Feel Good or Bad

Same as Wednesday.

Week 17 – "I Can Make You Feel Good or Bad"

Friday – I Can Make You Feel Good or Bad

Same as Thursday.

Unit 3 – Six Weeks on Social Interaction: Understanding How People Affect Each Other

Week 18 – Being Included or Excluded

Monday:	Somebody Let Me Play
Tuesday:	Somebody Did Not Let Me Play
Wednesday:	I Let Somebody Play
Thursday:	I Would Not Let Somebody Play
Friday:	We Made Room For One More

Week 18 – Being Included or Excluded

Monday – Somebody Let Me Play

The purpose of today's activity is to focus the children's attention directly upon the most fundamental issue in social relationships, that of being included.

To be included is not only universal, but it is the most central and the most vital issue in social relationships. Thus, it is not only important to every child, but *this is the thing that is most important to each one of them.*

As with any basic human need, exposure of the need simultaneously exposes the person to the unpleasant awareness of his vulnerability to possibly not having that need met.

The simplest mechanism that affords some feeling of protection against the pain of not being included is that of denial. Here the child claims, "I don't care."

Today we wish to help each child to develop a natural and accepting orientation to his need to be included.

By giving every child a turn to tell how somebody let him play, he shows how he was included. And in an atmosphere that is natural and matter-of-fact, he learns that everyone is interested in being included, just as he is. By seeing the pleasure that is expressed when there is inclusion and the displeasure that is associated with exclusion, he sees that we are all alike.

There is an implied value in this type of exercise, and that is that it is better or nicer to include people than to exclude them.

Review as a group what each child said, allowing the children to demonstrate how well they listened and paid attention.

In summary, comment together on how everyone needs to be included, and this is what we do when we let somebody play with us. When somebody is included, it usually makes them feel good, and when excluded, it usually makes them feel bad.

Evaluate together the manner in which the group proceeded.

Week 18 – Being Included or Excluded

Tuesday – Somebody Did Not Let Me Play

The purpose of today's lesson is to help the children to be able to better understand and to cope with rejection.

Rejection is the most painful thorn for all of us. It won't be eliminated by not talking about it, and the problem of rejection won't be resolved by giving a child excuses.

We can theorize that everyone could learn how to behave in more acceptable ways. We can safely assume that most children of this age, when seeking acceptance and meeting rejection, are usually victims of their own ignorance, rather than little masochists who are unconsciously alienating people.

We assume that each child who has met with rejection might try again for inclusion if he had a better idea to try with.

As each child presents the way in which he experienced rejection, ask him how it made him feel. Then invite the other children to offer him helpful suggestions that might increase his chances for inclusion the next time. Many of the suggestions given will be inadequate or inapplicable, but each child should have as many suggestions made as possible. Ask him if any of the ideas fit and seem useful. The possibilities are that at least one might be accepted by the child.

Try to be sure that every child has a turn.

After reviewing what each child said, summarize as a group, to the effect that everybody meets with rejection, that it is unpleasant for all of us, that we usually would do better if we had more ideas, and how willing most people are to offer us ideas that might work better.

Week 18 – Being Included or Excluded

Wednesday – I Let Somebody Play

The purpose of today's activity is to reinforce all that has gone on since Monday. Additionally, it allows each child to dwell briefly on the power that he has to give somebody something that they want or need.

Give each child a turn to tell a story about how some child wanted to play with him and he included him. Allow the children to explain their reason for being inclusive. It will be found that there are many different reasons, not all humane. It is instructive for the children to listen to the many different motives people have for including other people.

As each child tells his story, invite cross-comments from the other children in terms of who they thought was feeling either bad or good, and why they thought so. Ask the child telling the story how he felt then – and now.

The other children may also be invited to discuss how they would have reacted under these circumstances.

After a thorough review, summarize together, stressing how each one of us has it in our power to make other people feel good, by including them when they want or need to be included.

Week 18 – Being Included or Excluded

Thursday – I Would Not Let Somebody Play

The purpose of today's activity, building on the past three days, is to engender in the child a sense of empathy and social responsibility. He has listened to and talked about inclusion and exclusion and the power to make another person feel good by including him.

Today each child has a chance to experience his primitive power to block, thwart, or rebuff another individual. For some reason, when young children rebuff another, there is seldom an identification with the one who is rejected. To the child who is doing the rejecting, it either seems natural or the right thing to do. This is mostly due to the large measure of egocentrism in the child of this age. Less often is it due to negativism or the desire to hurt.

For the child of this age, this is an excellent time to deliberately intrude upon his egocentrism, or even his budding resentments, if that is what is behind his refusal to let somebody play.

Allow each child to tell a full story about how somebody wanted to play and he would not let them. Encourage him to tell fully what his thoughts and feelings were at the time, and in this way, elucidate to the group whether he was egocentrically pre-occupied (in their language) or if he was deliberately being mean (if so, try to learn as fully as possible why he was feeling mean).

As the story unfolds, encourage the other children to give their reactions to what was going on, and to discuss how the various people involved were feeling and what they thought. Be sure to help them to avoid any moralizing. Emphasize the seeking of factual information rather than assignment of moral judgments.

After reviewing as a group what each child said, summarize to the effect that when somebody wants to play with us, that places us in a position of power, but also one of responsibility, because on the one hand we could make that person feel good, but on the other hand, we could also make that person feel quite bad.

Week 18 – Being Included or Excluded

Friday – We Made Room For One More

The purpose of today's activity is to help the children differentiate between including a person because you want him and need him for the activity, and including a person for the purely empathic reason that this is a way to make him feel good.

Discuss with the children how sometimes we ask someone to play with us because they are needed for the activity. We are thinking of how that person will add to the game. But, there are times when a person really is not needed for the game. A kind person makes at least a little effort to include a person in a game just because they have no one else to play with. We call this "Making Room For One More."

Ask each child to tell about a time when he included someone just to be kind to him.

Try to give every child who desires to speak, a turn. Because there is a strong moral value attached to this game, it will naturally tempt some measure of story-telling to look good. Remain neutral, showing neither doubt nor total belief, if this should appear to occur.

Invite the children to cross-comment on each other's stories, as they show an interest. Cross-comments tend to increase the degree of authenticity in general.

After a thorough review, summarize as a group to the effect that sometimes we include somebody because it will be good for everybody. Other times we include somebody in order to be kind. It will be especially good for that person. It will be good for us too, because we like ourselves better when we know we treated somebody kindly.

OVERVIEW FOR SEMESTER

Second Semester

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 19 – Telling About Wishes
Week 20 – Real and Not-So-Real
Week 21 – Stories, Real and Imaginary
Week 22 – Reality and Fantasy (Comparisons)
Week 23 – Fears, Realistic and Exaggerated
Week 24 – Imagination

Unit 5 – Two Weeks on Awareness: Including Children's Choice and Child Leader Experience

Week 25 – Awareness: Projection

Monday:	Can You Guess Something He Wishes For?
Tuesday:	Can You Guess Something That He's Afraid Of?
Wednesday:	Can You Guess Something That Gets Him Mad?
Thursday:	Can You Guess Something That Makes Him Feel Good?
Friday:	Can You Guess Something That Makes Him Feel Bad?

Week 26 – Awareness: Children's Choice and Child Leader Experience

OVERVIEW FOR SEMESTER (cont'd)

Second Semester

Unit 6 – Two Weeks on Mastery: Including Children's Choice and Child Leader Experience

Week 27 – Mastery: Effective Coping Behavior

Monday:	I Didn't Know I'd Get Into Trouble
Tuesday:	I Knew I'd Get Into Trouble If I Did It
Wednesday:	There Was No Way To Avoid Trouble
Thursday:	Somebody Got Me Into Trouble
Friday:	The Worst Trouble I've Been In

Week 28 – Mastery: Children's Choice and Child Leader Experience

Unit 7 – Two Weeks on Social Interaction: Including Children's Choice and Child Leader Experience

Week 29 – Social Interaction: Approval and Disapproval

Monday:	I Did Something That Somebody Liked
Tuesday:	Somebody Did Something That I Liked
Wednesday:	I Did Something That Somebody Did Not Like
Thursday:	Somebody Did Something That I Did Not Like
Friday:	We Did Something For Each Other

Week 30 – Social Interaction: Children's Choice and Child Leader Experience

OVERVIEW FOR SEMESTER (cont'd)

Second Semester

Unit 8 – Two Weeks on Awareness: Including Children's Choice and Child Leader Experience

Week 31 – Awareness: Reality and Fantasy

Monday:	If I Had Three Wishes
Tuesday:	Stories, Real and Imaginary
Wednesday:	How I Tell The Difference Between Real and Make-Believe
Thursday:	Fears, Realistic and Exaggerated
Friday:	How I Made My Imagination Come True

Week 32 – Awareness: Children's Choice and Child Leader Experience

Unit 9 – Two Weeks on Mastery: Including Children's Choice and Child Leader Experience

Week 33 – Mastery: Responsibility and Honesty

Monday:	I Did Something That I Was Supposed To Do
Tuesday:	I Did Not Do Something That I Was Supposed To Do
Wednesday:	I Wanted To Take Something That Did Not Belong To Me
Thursday:	I Knew The Truth, But I Lied Anyway
Friday:	I Was Proud To Find That I Could Do It All By Myself

Week 34 – Mastery: Children's Choice and Child Leader Experience

OVERVIEW FOR SEMESTER (con'd)

Second Semester

Unit 10 – Two Weeks on Social Interaction: Including Children's Choice and Child Leader Experience

Week 35 – Social Interaction: Inclusion and Control

Monday:	How I Included Somebody That Needed To Be Included
Tuesday:	Somebody Would Not Let Me Play With Them
Wednesday:	When I Got To Share In Making The Decision
Thursday:	When I Did Not Get To Share In Making The Decision
Friday:	Somebody Made Me Do Something That I Did Not Want To Do

Week 36 – Children's Choice and Child Leader Experience

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 19 – Telling About Wishes

Monday:	Telling Something You Know About A Wish
Tuesday:	Telling About A Wish You Had That Came True In A Dream
Wednesday:	Each Child Tells What He Thinks A Wish Is And Then Tells One Wish
Thursday:	Telling Three Wishes
Friday:	A Wish That Would Be Hard To Get and A Wish That Would Be Easy To Get

Before beginning this semester, it is recommended that you re-read *Leading the Circle Session.*

Week 19 – Telling About Wishes

Monday – Telling Something You Know About A Wish

This is a very simple activity and one which the children will very quickly and easily understand.

There are three basic human emotions: desire, fear, and resentment. Providing the children with an opportunity to tell what they wish for opens the door for them to learn to express at the conscious level what their desires are.

By allowing each child to express a wish, you are showing acceptance of his basic mechanism of desire. By listening to the other children he learns about individual differences and similarities as well as becoming more enlightened about the broad range of human interests and wants.

Be sure that every child has a turn, and be sure to take your turn. Reinforce good listening as the session progresses.

At the end of the activity, review together what each child said, and summarize with the children the many different kinds of things they wished for. Discuss how it is natural to wish. Everybody has many wishes, and it is good to know and understand that we are all alike in this way.

Evaluate as a group how the session proceeded.

Week 19 – Telling About Wishes

Tuesday – Telling About A Wish You Had That Came True In A Dream

The main object of today's activity is to provide the children with an opportunity to become more fully aware of what their desires are. A secondary purpose is to help the children to realize the intimate relationship between wishes and their fulfillment through dreams.

Most children can remember their dreams with much greater facility than adults can. They love to tell what their dreams are, and they are keenly interested in each other's dreams.

Everybody dreams every night. Each night we have approximately two hours of dreaming, and these dreams have to do with wishes, fears, resentments, and problem-solving. Today we are going to have a chance to tell about a dream in which a wish came true.

Give a personal example of your own to get things started, if necessary. Be sure that every child has a turn. At the end of the session, summarize together about individual differences in wishes that come out in dreams. Discuss the four basic purposes of dreams – (To express wishes, fear, resentment, and to solve problems.)

Unit 4

Week 19 – Telling About Wishes

Wednesday – Each Child Tells What He Thinks A Wish Is

The purpose of today's activity is to provide the children with an opportunity to discuss the meaning of wishes in terms of the personal meaning that it holds for them.

Allow each child to tell anything that he can concerning what he believes a wish is and what it is about. After a child has done this, ask him if he would then like to tell what one of his wishes is.

If the child is unable to give his personal definition of a wish, then simply provide him with the chance to tell what one of his wishes is.

Review together what each child said, and summarize to the effect that everyone has wishes and that in some ways our wishes are similar and in some ways different.

Week 19 – Telling About Wishes

Thursday – Telling Three Wishes

The purpose of today's activity is to provide the children with a full opportunity to express their wishes and also to listen to a broader range of wishes as expressed by the other children.

This is usually one of the children's favorite games, and it is chosen often when they are allowed to choose the topic of the activity.

As usual, review, summarize, and evaluate the activity at its close.

Week 19 – Telling About Wishes

Friday – A Wish That Would Be Hard To Get and A Wish That Would Be Easy To Get

The purpose of today's activity is to help the children to understand that some of our desires are quite realistic and feasible, but that others are quite unrealistic, so that even though we wish it, our wish will probably never come true. By talking about these two different kinds of wishes and by listening to the other children do so, the children develop a sharper awareness and ability to discriminate between those wishes which are realistic and those which are not realistic.

After every child has had a turn, review together what each one said.

At the end of the session, discuss what the children have been saying in terms of their specific contrasts. Also discuss how some wishes are things that we are probably going to get quite easily, and yet there are other wishes we have that would either be very difficult to get or might be something that we would have to wait a very long time for.

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 20 – Real and Not So Real

Monday:	Something That Is Real
Tuesday:	Something Else That Is Real
Wednesday:	Real and Not So Real
Thursday:	Real and Not So Real (cont'd)
Friday:	How Our Senses Tell Us About The World

Week 20 – Real and Not So Real

Monday – Something That Is Real

The purpose in this week is to help the children gain a better understanding of how we tell the difference between things that are real and things that are not so real.

Today, each child will be given the opportunity to tell something that is real, but it must be something that he is sure is real. The children should be told that when they tell of something that is real, it will have to be agreed upon by all the rest of the children that it is real. Point to a chair and say, "This is a chair, and I believe that it is real; I can see it; I can move it; I can touch it, and I can make noises with it. For me this is real, and I want to ask you now, for how many of you is this also real?"

Then go around giving each child a turn, and ask him if he can find another thing that is real for him, that he is sure is real, and that he thinks the other children will believe is real.

After every child has had a turn, review together the things the children picked that to them were real.

Summarize together why these things seem to be real.

Evaluate together the manner in which the group proceeded.

Week 20 – Real and Not So Real

Tuesday – Something Else That Is Real

Remind the children about the game that was played yesterday and of some of the things that they reported as being real.

Ask each child to tell something today that he is sure is real, but something different from yesterday.

After all of the children have had a chance to do this, then ask them if they can tell about something which is sort of real, but because of something about it, it is not completely real. A common example can be given, such as a picture of an animal on the wall. If this is the example, then the teacher says, "This is a picture of an animal and it really is a picture, but it is not a real live animal."

Give as many children as possible an opportunity to continue this game in the same vein.

After all of the children who are able to express themselves have done so, review together, and summarize the different ways we can tell about whether something is real or not so real.

Week 20 – Real and Not So Real

Wednesday – Real and Not So Real

The purpose of today's activity is to increase the children's understanding of the differences between real and not so real, including those ways in which we can tell the difference.

Give the children an example of something that is real, and tell them by what means you know it is real. Then tell them about something else which is not so real, and tell them by what means you conclude that it is not so real.

Then give each child a chance to tell about one thing that he is sure is real and how he knows that it is real. As soon as he does this, ask him to give an example of something which is not so real and how he can tell that.

Sometimes the children will talk about things that are not attainable objects, and this should be encouraged. But as usual, they should be requested to tell by what means they know whether the unattainable thing is real or not so real.

To the extent that the children show the ability and inclination to comment articulately about each other's remarks about something being real or not so real, allow them to do so.

As usual, review, reinforcing good listening as evidenced by accurate recall.

Summarize to the effect that we are learning more about what is real and what is not so real and how we can tell the difference.

Week 20 – Real and Not So Real

Thursday – Real and Not So Real

Today the children are provided with a further opportunity to talk about things that are real and how they know that they are real.

By way of contrast they also have the chance to talk about things that are not so real and to again tell about how they conclude that those things are not so real.

As usual, give each child a turn, review, summarize, and evaluate the activity.

Week 20 – Real and Not So Real

Friday – How Our Senses Tell Us About The World

For all of us, the avenue of awareness is through our senses. The purpose of today's activity is to help the children gain a better understanding of how our senses are the avenues for knowledge.

Everything that exists in the real world really exists. If we know about something, it must have some reality that told one of our senses (eyes, ears, skin or some other part of the body) that there is something there.

Give the children a specific example of something that you know about because you can touch it, or see it, or feel it. Then give every child an opportunity to tell about something that he knows about and which part of his body tells him about it. Give the children as many turns as time permits.

Summarize together how we use our senses to tell us about the world.

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 21 – Stories, Real and Imaginary

Monday:	Fairy Tales
Tuesday:	Television
Wednesday:	Television (cont'd)
Thursday:	The Supernatural
Friday:	Stories People Tell

Unit 4

Week 21 – Stories, Real and Imaginary

Monday – Fairy Tales

We have all heard fairy tales. Ask the children to each tell the name of a fairy tale they heard or know of.

Encourage as many children as possible to tell briefly something about some part of a fairy tale they heard. As each child finishes, ask him if this is a true story or if it is made up. Ask him to tell how he knows.

As the children show an ability and willingness to comment on each other's remarks, encourage them to do so.

After each child participates, ask the other children to comment.

Summarize together how we know when a story is true and when it is made up.

Evaluate the manner in which the group proceeded.

Week 21 – Stories, Real and Imaginary

Tuesday – Television

Ask each child to tell the name of his favorite TV program. Then ask each child to tell a little about this program. After a child has done so, ask him to tell one part about the program that is real, even if the only reality is that he really saw it on TV. Then ask the same child to tell one thing about it that is make-believe in one way or another.

Provide the children with enough examples and guidance on this, until they understand what is required. If necessary, take your turn first.

The main point today is to help the children to recognize that there are certain creative elements in any dramatic presentation. To help clarify this in the child's mind, it will be helpful to remind them that sometimes on TV they are observing something that is happening directly, such as watching a football game, and that there is nothing creative or imaginary about that. Serving as contrast, this will help them to recognize the imaginary aspects of dramatic programs.

Review and summarize the activity, focusing on how we know what things presented on television are imaginary.

Week 21 – Stories, Real and Imaginary

Wednesday – Television (cont'd)

The purpose of today's activity is to further increase the children's ability to discriminate between realistic and imaginary aspects of TV programs.

Ask each child for the further expression of his interest and response to some TV program. Ask him to tell something about this program that he is sure is real. Then ask him to tell something about the program which might not be so real, and ask him to tell why he thinks it is not so real.

After reviewing what each child told about, summarize with the children what the differentiating characters are that help us to decide whether something is real or made up.

Week 21 – Stories, Real and Imaginary

Thursday – The Supernatural

Every child is keenly, although usually fearfully, intrigued by the supernatural.

The purpose of today's activity is partly cathartic, and provides the children with an opportunity to lessen their anxieties about legendary supernatural things by talking about them and listening to them in the reassuring company of other people and in the light of day.

A second and more important purpose is to lessen their belief in the supernatural, which so often unnecessarily frightens children.

Ask each child if he would like to tell something that he has heard about which is unnatural. This might be a creature that he has heard about or some kind of a monster that he has seen on TV.

Ask each child to tell as much as he can about what he has heard about this creature or monster and ask him to tell whether it is real or make-believe.

After each child tells about his creature and what he thinks and feels about it, several of the other children should be invited to give their opinion about how much of it is real or make-believe.

Ask the children to talk about how these creatures make them feel.

As usual, review what each child said, reinforcing good listening. Summarize to the effect that everyone feels fear, and that maybe some of the things that have frightened them are only make-believe.

Week 21 – Stories, Real and Imaginary

Friday – Stories People Tell

People tell each other about things that have happened to them, but sometimes the stories are not true at all, and are used to get attention. Say that sometimes the stories are made to sound more exciting than the way they really happened. This is called exaggerating.

If necessary, take your turn first, giving a personal example. Then give each child an opportunity to tell about one such story that he has heard and which he thinks was partly made up to sound more exciting than the way it really happened.

At the end of today's session, sum up with the children the general differences between the stories they have talked about that are real and not so real, and remind them of the means by which they were able to tell the extent to which the story was probably mostly real or mostly made up.

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 22 – Reality and Fantasy: Comparisons

Monday:	Things Possible and Not Possible
Tuesday:	Things Possible and Not Possible (cont'd)
Wednesday:	How Our Senses Tell Us What Is Possible
Thursday:	Reality: Guessing and Testing
Friday:	Reality Differences for Time, Place or Person

Week 22 – Reality and Fantasy: Comparisons

Monday – Things Possible and Not Possible

The purpose of this activity is to increase the children's ability to discriminate between reality and fantasy. This is accomplished by having each child make such a discrimination by telling something realistic, something that is impossible, and how he is able to tell the difference.

Some things can happen, and we call these things possible. Other things cannot happen, and we call these things *impossible.*

Give one or more sets of examples until you are sure the children have grasped the idea and now can produce examples of their own.

Give each child a turn, as he volunteers. Without any more than minimal prompting, allow him to tell everything he can about how his thinking tells him that a thing is possible, but another thing is impossible.

Expect considerable variation in the quality of the example and explanations given.

Show your appreciation to each child after his contribution.

Review what was said, as a group. Summarize the ways the children presented that they could tell the difference between what is possible and what is not possible.

Tell them that we will be having this same activity again tomorrow, and that they might want to think of some more things that are possible and impossible to tell about.

Evaluate together the manner in which the group proceeded.

Week 22 – Reality and Fantasy: Comparisons

Tuesday – Things Possible and Not Possible (cont'd)

Remind the children that yesterday we did this activity. Today, we will have some more chances to practice at telling what is possible and what is not possible, and to see how well we are able to tell how we know the difference.

Be sure that every child has a turn. Show appreciation for his contribution and for good listening.

Again, after reviewing, summarize the general points that come to light from the specific examples the children give.

Week 22 – Reality and Fantasy: Comparisons

Wednesday – How Our Senses Tell Us What Is Possible

Contact with the world is maintained through the function of our senses. These are mainly sight, sound, touch, taste, and smell. In addition, there are many sensations that arise from within the body, and these are usually difficult to label.

Briefly discuss with the children our senses and how they let us know what is going on.

Give enough specific examples, so that the children can provide their own examples of how one or more of their senses tell them that something is possible. Then give every child a turn to tell one thing that he believes is possible and through which sense he knows that this is so.

When every child has had a turn, invite the children to discuss the difference between believing what our senses tell us and believing things for other possible reasons, such as because of wishes or fears, or because somebody said so. Encourage as many cross comments as possible between the children. While staying out of the content of the discussion, concentrate on being a catalyst for the discussion.

Show appreciation to every child for his contribution and for listening and paying attention to others.

Week 22 – Reality and Fantasy: Comparisons

Thursday – Reality: Guessing and Testing

There are many kinds of thoughts. Today, we will talk about two kinds. In one kind of thought, we think something is so. This is usually because of a wish or a fear, but this is almost always a *guess.* In the other kind of thought, we believe something to be so because one or more of our senses tell us it is so. One kind of thought is called guessing, and the other kind is called testing.

Give the children enough sets of examples, so that they have clearly in mind the difference between thoughts that are guesses and thoughts that result from what our senses show us.

Then give a child a turn to close his eyes and tell what he thinks a given child is doing. Then have him open his eyes and allow the children to let him know if his guess was correct or not. See if they can tell the reasons he was wrong; that is, if it was probably based on a wish or a fear or some other assumption.

Immediately after this, have the same child, with his eyes open, tell what the other child is doing and how he knows it is so. Ask him if he was guessing or using his senses. Ask him to tell about how he uses his senses.

Give every child a turn. After completing their demonstration of guessing and testing, show your appreciation to them for contributing.

After reviewing, summarize with the children the lesson they have been learning and what usefulness it could have for them in other places.

Week 22 – Reality and Fantasy: Comparisons

Friday – Reality Differences for Time, Place or Person

Today we are going to talk about things that are true under one circumstance but not another. Some things may be possible *now*, but *not later*. Here *time* makes the difference. Give one or two examples that have immediate significance, and then give every child a turn to give his own example of something that is true now, but might not be later, or vice versa. For example, he can't play with his dog now, but he could later. Time makes the difference.

Show appreciation to each child for his contribution, being sure that everyone who wishes to participate has a turn.

Then do the same exercise in regard to place, e.g., you can't swim in the class room, but you can in the pool. *Place* makes the difference.

After every child has had a turn, go to a third exercise where something is possible for one person, but not for another, e.g., it is possible for one child to roller skate, but another child has not yet learned to do so, and it is not possible for him. Here the *person* makes the difference.

As usual, review, summarize, and evaluate the session together.

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 23 – Fears, Realistic and Exaggerated

Monday:	Orientation: Fear as a Warning of Danger
Tuesday:	Individual Differences in Fears
Wednesday:	Having an Exaggerated Fear
Thursday:	Bad Dreams as Signs of Special Fears
Friday:	Possible Ways to Reduce Exaggerated Fears

Week 23 – Fears, Realistic and Exaggerated

Monday – Orientation: Fear as a Warning of Danger

Discuss with the children how fear is a normal feeling. Everybody has fear. It is useful because it warns us of danger. If we did not become afraid, we might walk in front of a car or walk over the edge of a cliff.

When we understand how useful fear is to us, then we can see that it is our friend. Of course, too much fear is very unpleasant, but that is something different that we will talk about later.

Tell the children something that you are afraid of and show them how you are glad that you have this fear because of the specific dangers it warns you about and protects you against.

Then give every child a turn to tell of one thing that he is afraid of, and that he is glad to be afraid of because it protects him from some danger. Help him to personalize his verbal contribution, perhaps telling of a specific incident.

After every child has had a turn, review together what each child said, allowing the children the opportunity to show how well they listened. As a group, summarize the general significance of the specific examples they have given. Let the children know that they will be talking more about fears the rest of the week in the circle sessions.

Evaluate with the group the manner in which the session proceeded.

Week 23 – Fears, Realistic and Exaggerated

Tuesday – Individual Differences in Fears

Briefly discuss yesterday's activity together, inviting the children to tell what they learned.

Today we are going to try to find out in what ways we are afraid of different things and of the same things.

Give the children an example of something that you are afraid of that you believe nobody else in the class is afraid of. This can be either of some object or some event. When the children react, discuss with them whether you were right or wrong in your belief that you were different and the only one with this fear, as you thought, or whether you were surprised to find that others have the same fear.

Then give every child a turn to try to state some real fear that he has that he believes nobody else has. Discuss as a group whether he is different or the same as other people in his fear. If a child cannot think of a fear in which he is different, then allow him to tell anything that he fears even though he believes others may have the same fear.

After every child has had a turn, review and summarize how people are alike and different in their fears, and why it is good to know this.

Week 23 – Fears, Realistic and Exaggerated

Wednesday – Having an Exaggerated Fear

We have been talking about how fear is useful because it warns us of danger. We have also seen that some of our fears are different from those of other people and some are the same as those of other people.

Today we are going to talk about how fears are sometimes very big fears; they are extreme or exaggerated. There may be something that we should be a little bit afraid of, but we find that instead, we are very much afraid.

As the children see the difference between normal fear and unreasonable fear, give them a personal example. Tell them as much as you feel comfortable in so doing.

Invite each child to each tell what his biggest fear is and then give the other children a chance to give their opinion as to whether they believe the fear is realistic or exaggerated.

Give every child a turn, and encourage as much discussion as possible. However, allow no criticism or put-downs. Reinforce children who show that they are listening and paying careful attention.

If there are some children who cannot state a great fear, just tell them that we can't always remember our fears.

At the end of the session, after reviewing what each child said, summarize the general points mentioned above.

Week 23 – Fears, Realistic and Exaggerated

Thursday – Bad Dreams as Signs of Special Fears

Briefly review with the children what has been discussed the past few days, stressing the main points about how fear helps us, how we are individually different, and how fears sometimes become very exaggerated beyond the point of true danger.

Our fears sometimes show themselves to us at night in our dreams. We call them bad dreams or nightmares. At these times very scary ideas come to us which can seem very real, but dreams often have the purpose of helping us to become a little bit less afraid of something that we fear.

Tell the children of some example of how we try to face our fears in the day time in an effort to become less afraid, such as going up in a high place to help reduce our fear of heights. Say that dreams sometimes work like this. But a dream is different, because we don't choose to have a dream. It just comes upon us. Still, it is something inside of us that is trying to help us to become a little bit less afraid.

Tell the children of a frightening dream you had, and then invite the children to tell one of their scary dreams. Ask each child to describe how he felt about it then – and now.

Encourage every child to take a turn, but do not press the point. Invite cross-comments on each other's bad dreams or nightmares.

As each child tells his bad dream, ask him if he has any idea of what fear the dream was trying to reduce.

After reviewing together, summarize the general fears that emerge, stressing how everybody has bad dreams and how it is good for us to realize that by having bad dreams we are trying to help ourselves. Knowing this may make the bad dreams less bad.

Week 23 – Fears, Realistic and Exaggerated

Friday – Possible Ways to Reduce Exaggerated Fears

Review with the children to the effect that we have been learning some interesting things about fear. It is a warning of danger, therefore valuable to have. All people are afraid. Some people are afraid of different things than other people, and most people have some fears that are the same as other people. Some fears are exaggerated much out of proportion to the real danger. Sometimes in bad dreams our inner mind is trying to help us become less afraid.

We have all been learning something about how we can become less afraid. Today we are going to share with each other one way in which we have become less afraid. We are going to try to help each other because we might give somebody a good idea that would work for them.

Try to give a personal example of how you became at least a little less afraid of something. Then give every child who is able to do this a turn. As each child does so, ask the class if there is anyone who thinks that they might be able to use this method. Ask the child how becoming a little less afraid makes him feel about himself. Be sure to show your appreciation for participation and for good listening.

After a review of what each child said, summarize together the kinds of fear -- reducing methods that were revealed, and how good it is for the group to share this knowledge.

Unit 4 – Six Weeks on Awareness: Reality and Fantasy

Week 24 – Imagination

Monday:	Our Large Capacity for Imagination
Tuesday:	Some Very Wild Ideas
Wednesday:	Making a Wild Idea More Possible
Thursday:	Constructive Ideas
Friday:	Destructive Ideas

Week 24 – Imagination

Monday – Our Large Capacity for Imagination

Our minds are capable of having many thoughts, really millions of thoughts. We can have so many thoughts that probably nobody could ever count them all.

Today we are going to have a chance to show each other many different thoughts we can come up with.

Present a few thoughts, some that get quite fanciful, but just enough to get the children started. Give every child a turn as he volunteers. Be sure to reinforce each child for his efforts and whatever thoughts he is able to come up with. After each child contributes, tell the children that they are beginning to get the idea more and more, and then encourage them to come up with more ideas, more different ideas, and even more fantastic ideas.

At one point, the activity will suddenly catch on, and many of the children will want to talk at the same time. But today it is important to give *every* child a turn. Tomorrow they will be able to have more turns. Reinforce patient, quiet listening.

Remember that many children's minds are way ahead of their ability to verbally report the thoughts that their minds are producing. You may wish to let the children know that you are aware of this – especially children who do not possess much verbal facility. Our focus today is on what our minds can do – and all of us have minds that can do it.

Let the children know that they are really only getting started with this activity, and that tomorrow you will test them out to see just how wild their ideas can get. On Wednesday, Thursday and Friday we will begin to look more closely at our ideas.

Summarize to the effect that all of us really do have a lot of ability to imagine many different things. Ask them to tell how it feels to know they have this ability.

Evaluate the session, as a group, at its close.

Week 24 – Imagination

Tuesday – Some Very Wild Ideas

Discuss with the children about how they were beginning to get the idea of letting their imaginations go yesterday.

Today we are going to tell the wildest ideas that we can possibly come up with.

Let the children know that you want everyone to have a turn. After each has a turn, they can all have more turns.

Before starting you might find it beneficial to discuss good listening with the children, allowing them to remind themselves and set their own standards for their conduct.

Tell them the ideas don't have to be realistic. They can be make-believe, fantastic, magical, anything they can possibly imagine – the wilder the better.

The purpose of this activity is to help the children to remain in touch with themselves, to be fully aware, and not to lose touch with the wellsprings of their resourcefulness simply because they have not yet learned to refine their ideas into more realistic form. Behavioral inhibitions are essential for social functioning, but there is never a reason to inhibit the thought processes.

In summary, comment together upon their wild imaginations and how they should never lose their capacity to imagine things. Let the children know that tomorrow we will be back to the subject of wild ideas, but we will be looking at them more carefully to see if any of them could ever become possible.

Evaluate as a group at the end of the session how well the activity progressed and how it might have been improved.

Week 24 – Imagination

Wednesday – Making a Wild Idea More Possible

Today is devoted to further brainstorming on the part of the children. By now, progress has probably come, because we have had two days of using our powers of imagination.

Ask the children if any of them ever thought of doing something that didn't seem to be possible so they did nothing about it. Then later, when they thought about it some more, it seemed more possible, so they tried it and it worked!

After giving a personal example of your own, try to get as many children as possible to respond to this question. As they do, show your appreciation to them, and go a little bit deeper into the matter by asking if they can remember what happened that shifted their thinking. Ask each child how he felt at the time – and now.

If some of the children find it difficult to respond to this question, ask them if there is some invention or gadget that they can mention that did not exist until someone must have thought it *was possible* and then made it.

If everyone has caught on and contributed, invite them to go further by trying to think of not only mechanical things, but about how schoolwork could be more fun or how people could get along better with each other. Encourage as much cross-commenting as possible.

At the end of the session, review and summarize the significant points that were brought out.

Unit 4

Week 24 – Imagination

Thursday – Constructive Ideas

Today we are going to take a closer look at some of our wild ideas.

There will be two basic categories: constructive and destructive ideas. Constructive ideas are those which are considered to be helpful in some way to someone. Destructive ideas are those which are harmful in some way to someone. Today we are only going to talk about how the constructive ideas are "good". Tomorrow we will talk about the "bad" ideas.

As each child produces a wild idea, invite him, and then all of the members of the group, to tell in what way it is "good". Also ask them to discuss how it might become more possible.

Do not dispute any idea that any child might suggest. Instead, frequently solicit the opinions of the other children about each other's ideas, focusing their comments on the constructive aspects and also on the feasibility. rather than on whether they like the idea or not.

Briefly review and summarize as a group, the general ideas that emerge.

Evaluate, as a group, the manner in which the group proceeded.

Week 24 – Imagination

Friday – Destructive Ideas

Ask the children to tell about yesterday's activity. We are going to do the same kind of thing today, but we will be looking more closely at the destructive or "bad" ideas.

There may not be many volunteers for this activity, but those who do not share a destructive idea will probably be listening keenly.

When a negative idea is presented, ask the child whose idea it was, to tell in what way it is "bad", i.e., how it is harmful in some way to some person. Then invite the other children to comment.

It can safely be assumed that all children have globally destructive thoughts at one time or another. For an adult to deny or avoid this fact of life is to cooperate with the child's self-deception. This reinforces the notion that the child gets that he is a "bad" person because he has "bad" thoughts. In this "conspiracy of silence" the child is deserted and left to come to his own negative conclusions about being unique and really unacceptable socially.

This game helps to dispel the "delusion of uniqueness," and is of great benefit to those children who are only listening in as well as to those who participate verbally.

Be very sure to avoid any moralizing, but also be certain that frequent comments are made that help the children to see that thoughts cannot hurt, but that actually doing something can be very harmful.

A further point should be made in the summary. When we feel angry we are quite capable of having very destructive ideas, but almost always we are very glad later that we did not do the thing that we thought of.

PHASES FOR TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

The age of readiness to acquire leadership skills for most children lies somewhere between their sixth and eighth birthdays. As in all aspects of readiness, if the child is presented with this challenge too early, time and energy are wasted, and the child will experience unnecessary frustration. On the other hand, if the child is not presented with the challenge at a time reasonably close to his stage of readiness, and time is allowed to pass, then his facility to easily acquire these skills gradually diminishes.

This Activity Guide provides for the children to begin to assume the responsibility of leadership, with the teacher's help in the eleventh week.

Leadership training is best acquired in several stages. In the first stage of training the child observes you, and thus acquires the skills of leadership by observation and later by simple imitation. Secondly, the child acquires leadership capability by taking the risk of serving in the role of leader when you ask for a volunteer.

In the next stage of leadership training, the child sits along side of you and performs all of those activities that he has observed you being responsible for. You are now the leader-trainer. Lend support, encourage, and minimally guide the child as necessary. However, if a great deal of leadership training is required at any given session, then the child is experiencing failure rather than success, and his leadership training should be tactfully stopped at this point temporarily and postponed to another day when he has either more experience in observing, more courage, or more readiness to try again. The good leader-trainer gives only enough guidance to keep the ball rolling in the early stage of leader-training.

As each child progresses in his acquisition of leadership skills, the good leader-trainer phases herself out of the leader-trainer role as rapidly as possible until in the final stages, the child leader is effectively serving the needs of the group in a totally responsible way. At this point, the teacher becomes almost completely a participant. She serves as a reinforcing agent for all of the constructive elements of a circle session which is to move the children forward in the direction of becoming more aware, more self-confident, and more socially constructive.

Be sure to emphasize to the children that every child has leadership potential and that everybody can lead. All that is required is a little bit of courage and a lot of practice. Be as personal as possible when you make these remarks to the group. Try to convey to the children the feeling that you strongly believe in them. However, do not belabor this point, because if anything is said too much, it begins to evoke doubts in the listener.

We shall assume that a child is going to be leading the present session. In this case it would be best to allot approximately thirty minutes to be broken up flexibly in your mind into three periods.

Period 1 . . . 5 minutes. In this introductory period, you are the exclusive leader. Tell the class who the child leader is going to be, and that he will be the one who will take the responsibility for finding out which subject the class wants to discuss that day. (See the directions for the eleventh and twelfth weeks.)

Remind the children about good listening, and say that no child can serve them well as a leader unless he has the cooperation of the rest of the class in terms of respecting these standards. At this point, remind the children that the privilege of running their own circle session comes from the degree of responsibility that they can show in being well controlled and considerate of each other.

Then exchange places with the child who is going to be the leader for the day, and sit next to that child. A rearrangement of the seating should occur so that the child leader assumes the position where you sat, and you take the position next to the child leader.

Period 2 . . . about 20 minutes. To assist the child leader, read the names of the five activities of the present unit to the group, and ask the child leader to observe the raising of their hands as they vote for a particular game to determine roughly how many want to play that game. It is usually necessary, at this early stage, for you to go over the list of five activities two or three times and allow repetitive and multiple voting until the child leader declares which activity the most people want. At this point, the leadership is turned over, rather fully, to the child. Remind him that the main purpose today is to be sure that he is fair and gives every child a turn; preferably no child should have two turns before every child who wants one has his turn. Be sure that you have your turn too.

Again, in this early phase, expect the sessions to be rather brief, lasting only ten minutes, because the child leader is, due to inexperience, lacking in the necessary skills to encourage the children to express themselves fully.

As soon as it is apparent that the child leader has called upon every child who wishes to have a turn that day, terminate his leadership by thanking him and changing places with him.

Period 3 . . . 5 minutes. Now you are again the leader. Your first task is to seek from the children an expression of appreciation for the fact that the child leader tried, and to then ask if there are any positive remarks to be made about the way he led the group.

Then shift your focus on the content of the day's activity and away from the leadership training aspect. In this phase review briefly the feelings expressed and guide a discussion which summarizes the significance of the specific remarks made by the individual children during the central portion of the activity. Ask the children questions which will elicit expressions about the benefits of the session. Finally, evaluate together the manner in which the session proceeded.

Further points to consider . . .

While some children have more leadership potential than others, every child can be a leader and can do a competent job even though he may never become an expert.

While getting attention, recognition, and experience for himself, the leader maintains as his principal motive the opening up of each and every child so that he may have the opportunity to express himself as fully and as honestly as is possible. The leader is not an indoctrinator, but rather he is a facilitator of growth inducing expressions. He is sensitive to the *feelings* of the child who is expressing himself and does not get sidetracked by the less important matter of what the child is saying, which is the *content* of his remarks.

The constructive leader reflects to a given child what his feeling state appears to be, in regard to what he is saying at the time. He seeks to promote spontaneous interaction among the children first, however, and tries to get the other children to respond to a child who is expressing himself. If necessary, he finally falls back on his own ability to reflect that child's feelings.

The leader is patient in his listening, and never hurries a child along. He is willing to listen, and does so in a neutral and tolerant fashion. The only things a good leader does not tolerate are destructive comments and acting out. The good leader evokes to a maximum extent the expression of leadership abilities on the parts of as many other members of the group as is feasible, while still maintaining the focus on the basic subject of the day.

He is sensitive to the needs and readiness of the group to shift from one focal subject to another when such shifting is indicated.

The good leader is respectful at all times of all of the children and is appreciative of the opportunity to have the responsibility of being the leader. Further, he is appreciative of the constructive criticisms that are given to him toward the end of the session.

One of the hallmarks of good leadership is the dedication of the leader to provide those who are being led with a strong voice in the decision-making process. For this reason, the good leader serves the best interest of the group by helping to implement the wishes, desires, and needs of the majority, while recognizing and finding some way to serve the wishes, desires, and needs of the minority, even to the point where there may be a minority of only one. When children in the early and formative years share in the decision-making process, (for example, when they choose the topic for the day), they are expressing themselves as true participants in the democratic process; they are not learning about democracy, but they are learning democracy by living in a democratic way.

The effective leader sees to it that the focal subject of the day's activities is adhered to and does not permit digressions that cannot easily soon return to the central concept.

The leader is fair and kind, but firm about encouraging good listening. He only asks enough questions of any given child to encourage that child to give maximum expression to his thoughts and feelings. A good leader does not put words into a child's mouth, nor does the good leader make any critical comment in regard to whether or not he would react the same way. He does not make any statement about whether he approves or disapproves of what the child has said or reported that he had done.

LEVEL I

The good leader, whether it is teacher or child, is willing to listen to a critique of his leadership and is flexible enough to adjust his leadership techniques to whatever constructive criticisms are made.

At the end of a session, the leader insures many children the opportunity of reviewing critically the meaning and value the activity had for them.

The more often a child serves in a leadership capacity, the greater becomes his awareness, his self-confidence, and his comprehension of social interaction. The child who is leading is practicing being a responsible and considerate person. The more that he practices in a framework which forbids the abuse of power, leading to destructive social activities, the more responsible a person he will become.

Leadership training seen in the light of the above is really nothing more than the building of good character.

Unit 5 – Two Weeks on Awareness: Including Children's Choice and Child Leader Experiences

Week 25 – Awareness: Projection

Monday:	Can You Guess Something He Wishes For?
Tuesday:	Can You Guess Something That He's Afraid Of?
Wednesday:	Can You Guess Something That Gets Him Mad?
Thursday:	Can You Guess Something That Makes Him Feel Good?
Friday:	Can You Guess Something That Makes Him Feel Bad?

Week 26 – Awareness: Children's Choice and Child Leader Experience

Each day the children are reminded of the five topics and allowed to vote on which one they want. Do whichever one more than 50% want. If a topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

Monday of the 26th week may be the most appropriate time to begin the children's leadership training after you have led the sessions during the 25th week. Pages 157 to 160 explain the procedure fully.

Week 25 – Awareness: Projection

Monday – Can You Guess Something He Wishes For?

The activities of this week are very similar to the activities of the nineteenth and twenty-third weeks, with the exception that in this week we are focusing on the mechanism of projection. Today our activity is called, "Can you guess something he wishes for?"

Everyone has many wishes which are thought about often during each day. Tell one or two of your wishes. Ask the children to begin thinking about important kinds of wishes, such as that someone would stop teasing them, or play a game with them, or that they were big and could give orders, etc.

Ask the children to volunteer if they wish to be "it". The child who is "it" doesn't say anything, but raises his hand so that we know that he is thinking of his wish. Emphasize that perfect accuracy is not required. Even though the child who is "it" may have something specific in mind that he wishes for, he should respond by saying "yes" if a child guesses *anything* that he has ever wished for. Urge the child who is "it" to think over each guess carefully and to give honest responses. "Yes", "No" or "I don't know" and elaborations are appropriate. Be sure that you don't allow the children to become mechanical.

Go around, allowing one child after another to be "it", while each of the others guess what the child might be wishing for.

After each round of guessing, discuss with the children how we tend to guess that other people wish for the same things we wish for and how often we can be wrong. Discuss with them how they might know better if they were to ask, not guess.

After reviewing what each child wishes for, summarize together what a good way this is to get to know each other better, by learning something about that person that you didn't know before. Discuss how finding out something that another person wants very much, helps you know that person better and feel closer to them, almost as if they were a brother or a sister.

Evaluate together the manner in which the session proceeded.

Week 25 – Awareness: Projection

Tuesday – Can You Guess Something He's Afraid Of?

Today we will have another interesting activity called, "Can you guess something that he's afraid of?"

Everyone is afraid of many things. Some people are afraid of the same thing; yet most people are also afraid of different things. Tell the children that you are afraid of something, like getting hit by a car. Tell them that you are sure that they all have this same fear. Then tell the children about some special fear, even if it is irrational (almost all people have at least one phobia). Add that while you are afraid of getting hit by a car, and you know why, you don't know for sure why you are afraid of the second thing.

Ask the children to volunteer if they wish to to be "it". The child who is "it" doesn't say anything, but raises his hand so that we know he is thinking of something that he's afraid of. Allow the children to guess before the first one announces what it really is that he fears. Go around until each child has served as "it" by volunteering.

As in yesterday's session, if the child who is "it" would be afraid of something that is guessed he should say so, even if it's not the specific fear he may have in mind.

When the guessing is completed for each child, it will usually be found that most of the guesses were wrong. The children have, for the most part, been projecting their fears onto the child who is "it". Discuss with them what they have been doing and how easy it is to be wrong when you guess. Ask their ideas on the best way to find out what another person fears. A better, but not perfect, way is to ask.

In the summary, the emphasis should not be on who fears what. Rather, it should be on realizing that we frequently assume or project onto others those things which are our own, like fears and wishes, and that other people do this to us at times too. It should also be noted that it is valuable to know this, because then we can keep from doing it so much. We can ask people about their fears, wishes, etc., rather than assuming or projecting ourselves onto them.

Unit 5

Week 25 – Awareness: Projection

Wednesday – Can You Guess Something That Makes Him Mad?

Discuss with the children how we have been doing guessing activities and learning that while it may be fun to guess, you can very often be wrong. You can usually be more sure about someone when you ask.

There are certain basic feelings that people have: wishes, fears, and anger. Today we are going to see how well we can get to know each other by trying to guess what it is that makes each other very angry. When we have finished guessing the person who is "it" will tell us the answer.

Suggest to the children that we might be able to guess a little bit better if our guesses came from something that we have seen happen with that person, instead of thinking that he is probably exactly the same as I.

Give each child who wishes to participate a turn to be "it". Again today, if a thing guessed would make the child who is "it" angry, he should say "yes" even though it may not be a specific thing he has in mind. Urge him to think each guess over carefully and respond honestly. At the end of each round of guessing, discuss how, when we guess, we are usually assuming that the other person reacts the same way as we do, and that this is probably the worst way to learn how another person really is.

Summarize further to the effect that anger is a natural kind of reaction that everyone has, even though some people get angry about the same things, and other people get angry about different things.

Week 25 – Awareness: Projection

Thursday – Can You Guess Something That Makes Him Feel Good?

Discuss with the children how we have been trying to see how well we really know each other by guessing, and then seeing if we were right or wrong.

Today the activity is to try to guess what it is that makes another child feel good. Before proceeding, tell them that you want to have a brief review to find out what they have been learning the past few days about the things that are involved in getting to really know another person. Try to get as many different children as possible to tell at least one point that they have learned so far this week.

After every child has been offered the opportunity to do this, give each one a turn to be "it". Emphasize that perfect accuracy is not required. Even though the child who is "it" may have something specific in mind that makes him feel good, he should respond by saying "yes" if a child guesses *anything* that would make him feel good. As soon as the last child has guessed, have the child who was "it" tell one or two things that makes him feel very good.

Immediately thereafter, invite a discussion about getting to know another person. We can guess about him or ask him questions.

After every child has been "it", summarize the general issues that have emerged in today's activity, focusing on how easy it is to project onto others and how good it is to learn that asking is better than guessing.

Week 25 – Awareness: Projection

Friday – Can You Guess Something That Makes Him Feel Bad?

Discuss with the children what has been happening in the circle sessions this week, trying to get all of the children to make some contribution. Center the discussion on how they are learning many valuable things about how to get to know another person in terms of the way he really is, instead of how we might guess that he is.

There is one more guessing activity we can do to see just how poor this business of guessing can be. Today it is guessing something that makes another person feel bad.

Give every child a turn to be "it", following the same procedures of the previous days. Urge the child who is "it" to consider each guess carefully and answer honestly. Do not allow the children to become mechanical.

After every child has had a turn to be "it", invite a general discussion on what they have learned, but place the emphasis on giving examples of how they have been able to apply this new knowledge to things that have been happening to them outside of the circle sessions.

After every child has had a chance to make his contribution, summarize what they have learned.

As the session ends, tell the children that one of them who is brave enough to volunteer will have a chance to be the leader on Monday. The children will be voting on which one of the five games they have played this week they will want to play each day of the coming week. You may wish to select the student leader today or wait till the following Monday just before the session. If a child who seems capable of the challenge volunteers, he would probably be a good choice.

Unit 6 – Two Weeks on Mastery: Including Children's Choice and Child Leader Experience

Week 27 – Mastery: Effective Coping Behavior

Monday: I Didn't Know I'd Get Into Trouble

Tuesday: I Knew I'd Get Into Trouble If I Did It

Wednesday: There Was No Way To Avoid Trouble

Thursday: Somebody Got Me Into Trouble

Friday: The Worst Trouble I've Been In

Week 28 – Mastery: Children's Choice and Child Leader Experience

Each day the children are reminded of the five topics and allowed to vote on which one they want. Do whichever one more than 50% want. If a topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

Resume the child leader procedure in the 28th week, after you have led the sessions during the 27th week. (Pages 157 to 160 explain the child-leadership procedure fully.)

Unit 6

Week 27 – Mastery: Effective Coping Behavior

Monday – I Didn't Know I'd Get Into Trouble

This is a repeat of the twelfth week in the first semester. Due to the lapse of time, new information and advanced adjustment in the children, it will be more than simple repetition for them.

All children of this age get into trouble on the basis of just plain inexperience. The subject of getting into trouble, while being sensitive to most children, is also very vital.

The major purpose of this activity is to help the children to become more effective, by learning how to get their needs met without getting into trouble.

Another purpose is to help the children to realize that they are not necessarily a bad person just because they got into trouble. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble by letting everybody know what kinds of things can happen. They can learn to avoid a lot of trouble just by listening carefully.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely, and they do love a little adventure. Remind the children that they have discussed this topic before.

Ask them to tell about how they felt at the time of the incident – and now.

Be sure that every child has a turn and that you take your turn too. It will delight the children to hear how you too got into trouble in some way – now – or as a child.

Invite the children to review, as a group, what each child reported, focusing on the feelings he had. Ask them to summarize the activity around the points mentioned above.

Evaluate together the manner in which the session proceeded.

Week 27 – Mastery: Effective Coping Behavior

Tuesday – I Knew I'd Get Into Trouble If I Did It

This is a different kind of trouble, resulting from factors other than inexperience. It is a very common problem.

Remind the children that they have discussed this topic before. Even though we know we are going to get into trouble, we sometimes go ahead anyway. But there usually is a "special" reason.

Encourage each child to explain how he proceeded to get into trouble even though he knew it would happen, taking your turn first if need be.

As each problem situation is presented, invite the children to come up with helpful suggestions for each other so that they can deal with the problem in a better way when it comes up again.

Try to be sure that every child gets a turn. If time is a limitation, then the emphasis should be placed on the problem-solving aspect. Focus on the feelings that accompany helping each other solve problems.

Summarize to the effect that we always feel that we have a good reason to do what we do, but that someone else may not feel that it is such a good reason.

Week 27 – Mastery: Effective Coping Behavior

Wednesday – There Was No Way To Avoid Trouble

Tell the children that they are going to discuss another topic that they have discussed before. Then name it.

This is a minor variation of yesterday's activity. The purpose is to increase the children's repertoire of coping skills, so that they can learn how to make a better adjustment.

This is accomplished much in the same vein as yesterday, by having the children each tell of an episode. As soon as each child is finished, the other children are invited to supply him with new ideas that might help the next time.

In addition to the helpfulness aspect and its accompanying feelings, focus may be upon how important it is to listen, reminding the children how they might learn something of value to them even while a suggestion is being made for another child.

The summary should center on the general kinds of helpful ideas that arise and the value of sharing together in this way.

Evaluate, as a group, the manner in which the session proceeded.

Week 27 – Mastery: Effective Coping Behavior

Thursday – Somebody Got Me Into Trouble

Remind the children that they have discussed this topic before how somebody got them into trouble.

The main purpose today is to help the children to recognize more clearly the measure of responsibility they may have had in causing the trouble that, as they see it, someone else caused.

Whichever way the trouble arose, helpful suggestions should be elicited as usual.

If it seems that the child has ignored his role in causing the trouble, then the other children should be invited to help him to see how he might have had something to do with causing the trouble. For example, a child may feel that he got into trouble because some child told him to do something. But another child may point out to him that he *did not have to* do the thing. That was *his* part in it.

It is especially important that you be willing to go first, allowing the children to point out alternatives to you. The benefits are that the children will either get some helpful suggestions or else their tendency to deny their responsibility and to project it onto someone else will be reduced.

You will need to guide this activity very closely, allowing no child to become derogatory or critical of another. Rather, place the emphasis on how we can sometimes help each other by pointing out things to each other that we can see that the other person can't see.

Invite the children to tell what they learned today.

Week 27 – Mastery: Effective Coping Behavior

Friday – The Worst Trouble I've Been In

Name today's activity and remind the children that they have done it before.

The children have now had several days to review and to become comfortable using the language relating to trouble. Today opportunity is provided for each child to talk about something which is presently troubling him.

The children are encouraged, as usual, to come up with helpful suggestions.

As time permits, try to be sure that every child who wishes to has a turn, focusing on his feelings rather than the content of his story.

As a summary, encourage the children to tell what they learned. These remarks should be made with the children participating maximally.

Unit 7 – Two Weeks on Social Interaction: Including Children's Choice and Child-Leader Experience

Week 29 – Social Interaction: Approval and Disapproval

Monday: I Did Something That Somebody Liked

Tuesday: Somebody Did Something That I Liked

Wednesday: I Did Something That Somebody Did Not Like

Thursday: Somebody Did Something That I Did Not Like

Friday: We Did Something For Each Other

Week 30 – Social Interaction: Children's Choice and Child Leader Experience

Each day the children are reminded of the five topics and allowed to vote on which one they want to play. Do whichever one more than 50% want. If a topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

Resume the child leader procedure in the 30th week after you have led the sessions during the 29th week.

Unit 7

Week 29 – Social Interaction: Approval and Disapproval

Monday – I Did Something That Somebody Liked

This week is a repeat of parts of the thirteenth and fourteenth weeks in the first semester. Due to the lapse of time, new information and advanced adjustment on the part of the children, it will be more than simple repetition for them.

Discuss with the children how there are four ways that people affect each other. You can please people or displease them, and other people can either please or displease you.

Today we are going to focus on one of these four possible ways that people can affect each other; it is the game of "I did something that somebody liked."

The basic purpose of today's activity is to provide an opportunity in which the children can learn by stating their own personal experience and by listening to the personal experiences of others, how somebody can do something that another person likes.

It will be easiest to get the children started if you begin by giving a personal example of how you did something that somebody liked. In finishing your story, tell how you produced good feelings in the other person and how you know it. Say that when you make another person feel good, that's the same thing as doing something they like.

Give every child a turn. They will tend to be more elaborate in their productions if they are asked to tell a "story" about how they did something that someone liked. Focus on the feelings of each child at the time of the incident he reports and now – also on how another person felt good because of what he did.

Show appreciation to each child in your own way for his contribution, but do not tell them what "good little children" they are, because next week they will be talking about doing things that people did not like and we do not want to give the children, at that time, the idea that they are bad. There are better tools to foster considerate behavior than old-fashioned moralizing.

After a thorough review of what each child said, summarize to the effect that everyone can do things that another person will like. Let the children do most of the talking.

Evaluate together the manner in which the session proceeded.

Week 29 – Social Interaction: Approval and Disapproval

Tuesday – Somebody Did Something That I Liked

Yesterday we told how we had done something that another person liked, that made them feel good. We can all do things that other people will like and that will make them approve of us.

Another thing that happens between people is that *they* can do something that *we* like.

Give the children a personal example, showing how somebody, possibly a child in the group, did something that pleased you, how it made you feel good, and that you are grateful or appreciative.

Give each child a turn to tell his "story" in which somebody did something that he liked. Asking open-ended questions, encourage him to tell his story as fully as possible. Show appreciation to him when he is finished, and ask another child to give a very brief review of the main point, or do so yourself. Stress the point that it was something that he liked, and ask him if he was grateful or appreciative.

When all of the children have had a turn, summarize, as a group, the central and general points of today's activity.

Week 29 – Social Interaction: Approval and Disapproval

Wednesday – Somebody Did Something That I Did Not Like

This is the third of the basic interpersonal equations. Other people can produce displeasure in us.

The point of this equation is brought home by having each child tell an episode in which someone did something that he did not like. Tell a personal episode of your own, focusing on how the action resulted in causing bad feelings.

A new facet of human functioning will appear. There is a universal tendency for us to forget our share in escalating a conflict, but to remember very well the other person's injustice upon us. This mechanism is called projection or externalization of the blame.

It would be very beneficial for the children to come to understand externalization in a very personal and subjective way – that they are very prone to use this device to preserve the *image* of good self-esteem. But this understanding will result in a more meaningful form if the person who helps the child see his own externalization is another child rather than the adult.

For this reason, the teacher should strive fully here to serve as a leader (one who serves and guides) rather than as a teacher (imparter of information). The secret to success is to get the other children to help the child search into his own behavior to see if there is something that he did to the other person first.

Be sure to show acceptance to each child for his contribution, but do not allow a child to misuse the helping role by being derogatory.

Culminate the activity with a thorough review, focusing on the feelings of the children rather than the content of their stories. By repeating what they heard each other say, the children have an opportunity to demonstrate how well they listened and paid attention to each other.

Summarize with emphasis on how we might have had some responsibility in causing another person's behavior toward us.

Week 29 – Social Interaction: Approval and Disapproval

Thursday – I Did Something That Somebody Did Not Like

The purpose of today's activity is to advance the children's ability to recognize, to accept, and understand the inescapable reality that they can sometimes bother other people. This is usually more difficult to face than what was experienced yesterday, but after recognizing that other people have bothered them, they should be more receptive to recognizing that they too can bother others. They can then begin to accept more responsibility for their own actions.

Even for many six year olds this can still be a rather sensitive area. Our task is to reduce their fearfulness associated with the honest recognition of their less-than-perfect selves. In our accepting, nonmoralizing atmosphere, the children gain the courage to look upon themselves with a higher degree of objectivity.

Break the ice by shedding your facade of being perfect. Relate an event in which you did something that somebody did not like. It may have been accidental or intentional. You will have to choose the ground that you can feel most comfortable on, yet reveal some behavior which bothered someone.

As the children are given the opportunity to volunteer this kind of a story, it will sometimes be found that quite a few of them have what seems to be a bad memory. Others will appear to genuinely believe that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time.

Do not use any pressure to get a child to relate such an episode. Remember that our purpose is to reduce fear of being honest with one's self, not to increase this fear and the fear of the teacher. If only half of the children develop enough courage to tell an episode, this will be enough examples to get the universalization point (everyone bothers people) across.

The purpose is *not* to get the children to tell a negative episode. This is an important vehicle, but our purpose is to help children understand that if someone shows him disapproval, this occurred because he made the person feel bad. We are attempting to help the children develop more courage to face themselves as they truly are.

Focus on the feelings of the people involved in the story which each child tells rather than the content. Let each child know you appreciate his courage in telling the story.

After a thorough review of what each child said, summarize, as a group, to the effect that just because we have bothered someone does not necessarily mean that we are "bad" people. It means that we bothered someone, and now if we want to stop bothering them, we know more about how to do it.

Week 29 – Social Interaction: Approval and Disapproval

Friday – We Did Something For Each Other

The purpose for today's activity is to provide the children with a beginning notion of the reciprocity aspect of social relationships. All human relationships must be reciprocal (mutually beneficial) in some way, or else they sooner or later fall apart.

First give an example of your own in which you did something that pleased someone and how that person in turn did something that pleased you.

Be sure to avoid the bargaining concept in your example, but be prepared to listen to reports of bargaining in the usual neutral fashion.

As each child finishes his story, show your appreciation to him and review briefly with him the main points. Ask him how he knew if there was appreciation. It is not vital that the child be able to answer this question. He will benefit merely from having been asked. The appreciation issue is an important one as it is the main motivator for continued thoughtful or constructive behavior.

In summarizing for the day, comment together on how common it is that people do things for each other, and how nice it is when you can be sure there is appreciation.

Unit 8 – Two Weeks on Awareness: Including Children's Choice and Child Leader Experience

Week 31 – Awareness: Reality and Fantasy

Monday:	If I Had Three Wishes
Tuesday:	Stories, Real and Imaginary
Wednesday:	How I Tell The Difference Between Real and Make-Believe
Thursday:	Fears, Realistic and Exaggerated
Friday:	How I Made My Imagination Come True

Week 32 – Awareness: Children's Choice and Child Leader Experience

Each day the children are reminded of the five topics and allowed to vote on which one they want. Do whichever one more than 50% want. If a topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

Resume the child leader procedure in the 32nd week after you have led the sessions during the 31st week.

Week 31 – Awareness: Reality and Fantasy

Monday – If I Had Three Wishes

This week is a repeat of key sessions from Unit IV, first semester.

The purpose of today's activity is to provide the children with a full opportunity to express their wishes and to listen to a broader range of wishes of other children.

This is usually one of the children's favorite sessions, and it is chosen often.

Approach the activity flexibly. The children should not mechanically repeat three wishes. Rather, the focus should be on allowing for the full expression of the feelings underlying each wish. To accomplish this, you may need to limit the number of wishes each child reports. Be sure to take your own turn.

As usual, review what each child said, and summarize together how everyone has many wishes and how it is good to understand that we are all alike in this way.

Evaluate the manner in which the session proceeded.

Week: 31 – Awareness: Reality and Fantasy

Tuesday – Stories, Real and Imaginary

The purpose of today's activity is to increase the children's understanding of the differences between real and not-so-real and those ways in which we can tell the difference.

Give the children an example of something that is real, and tell them by what means you know it is real. Then tell them about something else which is not so real, and tell them by what means you conclude that it is not so real.

Give each child a chance to tell about one thing that he is sure is real and how he knows that it is real. As soon as he does this, ask him to then give an example of something which is not so real and how he can tell that.

Sometimes the children will talk about things that are not attainable objects. This should be encouraged, but as usual, they should be requested to tell by what means they know whether the unattainable thing is real or not so real.

To the extent that the children show the ability and inclination to comment articulately about each other's remarks about something being real or not so real, encourage them to do so.

As usual, review together what each child said, reinforcing good listening as evidence by accurate recall.

Summarize to the effect that we are learning a lot about what is real and what is not so real and how we can tell the difference.

Week 31 – Awareness: Reality and Fantasy

Wednesday – How I Tell The Difference Between Real and Make-Believe

People tell each other about things that have happened to them, but sometimes the stories are not true at all and are used to get attention. Tell the children that sometimes the stories are made to sound more exciting than the way they really happened. This is called exaggerating.

If necessary, take your turn first, giving a personal example. Then give each child an opportunity to tell about one such story that he has heard which he thinks was partly made up to sound more exciting than the way it really happened.

At the end of today's session, sum up with the children the general differences between stories that are real and stories that are not so real that they have talked about. Discuss with them how they were able to tell whether the story was probably mostly real or mostly made up.

Week 31 – Awareness: Reality and Fantasy

Thursday – Fears, Realistic and Exaggerated

Review with the children to the effect that we have learned some interesting things about fear, mainly that it is a warning of danger. It is valuable to have. All people are afraid. Some people are afraid of different things than other people, yet we all have similar fears too. Some fears are exaggerated much out of proportion to the real danger. In bad dreams, sometimes our inner mind is trying to help us become less afraid.

We have also been learning something about how we can become less afraid. Today ask each child to tell one thing of which he became less afraid. In this way, we are going to try to help each other because we might give somebody a good idea that would work for them.

Give a personal example of how you became a little less afraid of something. Then give every child who is able to do this a turn. As each child does so, ask the class if there is anyone who thinks that they might be able to use this method. Ask the child how becoming a little less afraid makes him feel about himself. Be sure to show your appreciation to him for his participation and to the children who demonstrated good listening.

After a review of what each child said, summarize together in accordance with the kinds of fear-reducing methods that we revealed, and how good it is for the group to share this knowledge.

Week 31 – Awareness: Reality and Fantasy

Friday – How I Made My Imagination Come True

Today is devoted to brainstorming by the children.

Tell the children that better ways of doing things have only come because some people thought that something that was not possible now might become possible later, especially if they did something about it.

Ask the children if any of them ever thought that something was not possible and so they did nothing about it, but later, after thinking about it some more, it seemed possible, they did something about it, and it worked!

After giving a personal example of your own, try to get as many children as possible to respond to this question. As they do, show your appreciation to them and go a little deeper into the matter by asking if they can remember what happened that changed their thinking. Ask the child how he felt at the time – and now.

If some of the children find it difficult to respond to this question, ask them if there is some invention or gadget that they can mention that did not exist until someone must have thought it *was possible* and then made it.

If everyone has caught on and contributed, invite them to go further by trying to think of not only mechanical things, but about how schoolwork could be more fun or how people could get along better with each other. Encourage as much cross-commenting as possible.

After a brief review, summarize at the end of the session the more significant points of today's session.

Unit 9 – Two Weeks on Mastery: Including Children's Choice and Child Leader Experience

Week 33 – Mastery: Responsibility and Honesty

Monday:	I Did Something That I Was Supposed To Do
Tuesday:	I Did Not Do Something That I Was Supposed To Do
Wednesday:	I Wanted To Take Something That Did Not Belong To Me
Thursday:	I Knew The Truth, But I Lied Anyway
Friday:	I Was Proud To Find That I Could Do It All By Myself

Week 34 – Mastery: Children's Choice and Child Leader Experience

Each day the children are reminded of the five topics and allowed to vote on whichever they want. Do whichever one more than 50% want. If a topic is avoided regularly urge the group to face it, even if only some will agree to participate.

Resume the child leader procedure in the 34th week after you have led the sessions during the 33rd week.

Week 33 – Mastery: Responsibility and Honesty

Monday – I Did Something That I Was Supposed To Do

The purpose of this activity is to focus the importance of responsibility in the children's awareness. The emotionally mature person is a responsible person. Responsibility is such an important issue that it deserves to be focused upon directly, rather than hazarding the chance that the child will get the message of the importance of being responsible through the praise or criticism that he receives all day long for having done things or not having done them.

Tell the children that when there are things that we are supposed to do, there is always a reason for it, and the reason is almost always to benefit us or to benefit someone else in some way. If we do what we are supposed to do, then we are responsible, and when we behave responsibly, we are either being good to ourselves or we are being good to another person.

Give each child a chance to tell about a time when he did what he was supposed to do. When they are telling what they did, ask them to tell who benefited from it and how that person benefited.

After reviewing each child's story, summarize as a group, emphasizing the point that responsible behavior produces good feelings, and irresponsible behavior produces bad feelings.

Evaluate together the manner in which the session proceeded.

Week 33 – Mastery: Responsibility and Honesty

Tuesday – I Did Not Do Something That I Was Supposed To Do

This is the opposite side of the coin of yesterday's activity. Its purpose is to help the children become more keenly aware of the fact that it is within their power to behave responsibly or irresponsibly, as they may choose. It is up to them. This point should be stressed.

Give each child a turn to tell about a time when he did not do something that he was supposed to do. Ask him how the person who expected him to do it felt. Discuss the person's feelings with him.

Almost invariably when a child does not do something he is supposed to do, he will have an excuse. It is helpful for the children to evaluate the degree of legitimacy of the excuses that they come up with. Evaluation of the legitimacy of any child's excuse should come only from the other children, but do not allow any child to become derogatorily critical.

Talk with the children about how sometimes they are expected to do something, especially by an adult for which they may not understand the reason. The children should be encouraged to share their ideas with each other about why any given child may have been asked to do something for which he has not seen a good reason.

After reviewing together what each child said, summarize to the effect that when we do not do something we are supposed to do, this will very often produce a bad consequence or a bad feeling in someone.

Unit 9

Week 33 – Mastery: Responsibility and Honesty

Wednesday – I Wanted To Take Something That Did Not Belong To Me

This is a character-building game. Its purposes are three-fold: (1) To help the children become aware of the fact that temptation is a problem for *everybody*; (2) To increase their control mechanism through their enlarged empathy with people who are the victims of stealing; and, (3) To thus help them to become more responsible people.

Each child is encouraged to report some incident in which he wanted to take something that did not belong to him. Do not focus on whether the child actually took the thing or not. Ask him to tell how he was feeling at the time of the incident – and now.

This is not fundamentally a lesson in morality for its own sake, but rather an activity which *promotes* morality by helping the children to increase their empathy toward others.

A further, but by no means minor, benefit occurs as, through discussion, you help the children to understand that when a child, or any person for that matter, takes something that does not belong to him, he loses self-respect, *because nobody likes a thief, even if the thief is that person himself.* Therefore, this activity not only helps to deter stealing, at least to some extent, but it also serves the even more useful function of helping to promote more self-respecting behavior and, therefore, increased feelings of self-worth in the children.

Review and summarize with respect to the points mentioned above.

Week 33 – Mastery: Responsibility and Honesty

Thursday – I Knew The Truth, But I Lied Anyway

This is a character-building experience. All children lie and there are many different reasons. Generally speaking, it is the more insecure child who lies the most. Lying usually serves a protective function, to help the child avoid either punishment or expected rejection or embarrassment. Another major motive for lying is to be able to acquire some object or privilege which the child believes he is not going to get otherwise.

Our purpose in presenting this activity is to aid children in becoming more able to tell the truth. We also wish to help them realize that everyone has lied at one time or another and that they do this for reasons of supposed self-preservation.

Tell about a time, possibly when you were a child, when you told a lie. Tell them why you did this, but concentrate on the repercussions and your feelings about it then – and now.

After this, being careful not to use any pressure, allow each child who volunteers to tell about a time when he lied. Help him to direct his story around the outcomes or repercussions of his actions – which he probably didn't expect. Ask him about his feelings at the time that he lied – and now. Guide the discussion with the other children around these points with respect to the story each participant relates. Do not allow the children to become derogatorily critical of each other. Reinforce good listening, and show your appreciation to each child who shows the courage to relate an incident.

The important issues to be focused upon in the summary are three-fold:

(1) That it is within each child's power to either tell the truth or lie. It is his decision.

(2) When a person lies, he is mistreating another person because we rely upon each other for valid information, and

(3) The main point is that a person who lies does not like himself and every time a person lies, he increases the degree of dislike he has for himself. *Nobody likes a liar, even if the liar is that person himself.*

Week 33 – Mastery: Responsibility and Honesty

Friday – I Was Proud To Find That I Could Do It All By Myself

The purpose of this activity is to encourage self-sufficiency by providing the children with a legitimate opportunity to openly tell about this aspect of their adaptive behavior.

Children are typically pleasantly surprised to find they can do something for themselves which previously needed to be done for them.

A further benefit is that by simple observation, the children are able to learn new things they can possibly do for themselves because their peers are able to. There is a suggestive element in this which will encourage them to try for more self-sufficiency in other areas of their functioning.

Give each child a turn to tell about something he discovered he could do all by himself. Ask him questions about how he felt at the time of the discovery – and now. Ask him how it feels to tell others about it.

Review together what each child related and summarize to the effect that we can learn a lot from each other.

Unit 10 – Two Weeks on Social Interaction: Including Children's Choice and Child Leader Experience

Week 35 – Social Interaction: Inclusion and Control

Monday:	How I Included Somebody That Needed To Be Included
Tuesday:	Somebody Would Not Let Me Play With Them
Wednesday:	When I Got To Share In Making The Decision
Thursday:	When I Did Not Get To Share In Making The Decision
Friday:	Somebody Made Me Do Something That I Did Not Want To Do

Week 36 – Social Interaction: Children's Choice and Child Leader Experience

Each day the children are reminded of the five topics and allowed to vote on which one they want. Do whichever game more than 50% want. If a topic is regularly avoided, urge the group to face it even if only some will agree to participate.

Resume the child leader procedure in the 36th week after you have led the sessions during the 35th week.

Unit 10

Week 35 – Social Interaction: Inclusion and Control

Monday – How I Included Somebody That Needed To Be Included

Good social relationships are characterized by inclusion, warmth and sharing in the decision-making process. Today's activity brings into sharp focus the important social skill of knowing how to include a person who is feeling left out. The child who learns how to behave inclusively toward other people is respected, appreciated and also much less likely to suffer from loneliness.

Invite the children to take turns telling about a time when they went out of their way to bring in another child when they could tell the child was feeling left out.

By listening to the ways in which the other children included some child, their repertoire of inclusive behavior is broadened.

As time permits, the children should be enouraged to comment upon the remarks made by the other children.

Summarize together, after a thorough review of what each child said, stressing how each one of us has it in our power to make other people feel good by including them when they want or need to be included.

Evaluate as a group the manner in which the session proceeded.

Week 35 – Social Interaction: Inclusion and Control

Tuesday – Somebody Would Not Let Me Play With Them

This issue is a matter of concern for almost every child at one time or another. The purpose of this activity is to give the children an opportunity to discuss the feelings that result from rejection.

This is accomplished by giving every child a turn to tell about his personal experience with this particular frustration. As each child tells of the episode in which he met with rejection instead of acceptance, ask him how it made him feel. In some cases if may be appropriate to invite the other children to offer helpful suggestions as to how he might behave differently in the future in order to increase his desirability for inclusion.

After reviewing together thoroughly what each child said, summarize how this session benefits us by counteracting our feelings of uniqueness and inferiority, since we all have heard others revealing an episode in which they too met with social rebuff. Discuss also how we can point out to each other some helpful ideas which we could possibly utilize to help ourselves to be more acceptable.

Week 35 – Social Interaction: Inclusion and Control

Wednesday – When I Got To Share In Making The Decision

As William Schutz has so clearly illustrated, one of the key ingredients in social relationships is the degree to which people share in making decisions. When people share equally in the decision-making process, they feel important and respected. But when people have decisions made for them all of the time, they feel put down and treated disrespectfully.

The purpose of this activity is to bring sharply into each child's awareness an understanding of this wish to share in decision-making and to promote the language necessary to articulately express his feelings about this focal issue in social relationships.

Discuss with the children how when two people are going to do something, either one person can decide and tell the other what to do, or both can decide together what they are going to do.

After taking your turn first, if need be, give each child an opportunity to tell of a time when he got to share in the decision-making process. Ask him to describe the feelings he had.

Review together what each child said, focusing on the feelings he describes. Show appreciation to the children for their contributions and to those children who demonstrate that they listened carefully.

Summarize as a group around the idea that the more we share in making decisions, the more committed we all are to the decision and the better things usually work out.

Unit 10

Week 35 – Social Interaction: Inclusion and Control

Thursday – When I Did Not Get To Share In Making The Decision

This is a companion to yesterday's activity. This session provides the children with an opportunity to learn to express, in an articulate way, their resentful feelings, and the reasons for their resentments, when they were not permitted to share in the decision-making process.

One of the major benefits of yesterday's and today's sessions is that by increasing the children's communicative skills, their ability to constructively negotiate at a verbal level with society is strengthened. As the children's communicative skills are increased, they can enter into more meaningful discussions in the decision-making process. They will thus be much less prone to resort to destructive behavior in order to express their resentment when they are not included.

Give each one of the children an opportunity to tell of an experience in which some decision was made for him and which he felt obliged or compelled to abide by. Ask each child how the experience made him feel then – and now.

Be sure, as always, to take your turn too, giving the children the opportunity to see that you, like them, have some decisions made for you by others. Be ready to recognize to them, however, that as an adult, you have much more autonomy – and responsibility too.

After reviewing, summarize together about how we all, to varying degrees, feel resentful about having others make decisions for us which control us, and how it is good to learn how to negotiate constructively to receive more autonomy and responsibility.

Unit 10

Week 35 – Social Interaction: Inclusion and Control

Friday – Somebody Made Me Do Something That I Did Not Want To Do

Every child needs to face both legitimate and illegitimate coercion, because children are inexperienced and tend to be impulse-dominated. It is often necessary and legitimate for them to be coerced into safe, constructive or considerate behavior.

On the other hand, since nobody is perfect, the children will often find that they are being maneuvered unfairly in order to gratify the neurotic need of some person who is more powerful than they.

One of the purposes of today's activity is to help clarify in the child's mind, the difference between legitimate coercion, which they should appreciate, and illegitimate coercion which they should learn to deal with as constructively as they are able.

By allowing each child to have a turn to tell about a time when he was coerced (made to do something he did not want to do) he, and the other children, should render their opinion as to whether this coercive experience was legitimate (for his own benefit) or illegitimate (for the unfair benefit of some other person). Ask each child who reports an incident to tell how he felt. Allow the children to discuss the situation freely.

As the children engage in this exercise, they will develop an increased ability to articulate between positive and negative coercion. On the one hand, this should increase their ability to accept, in the right spirit, legitimate coercion. On the other hand, it should increase their ability to help the more powerful person who is illegitimately coercing them, to recognize how unfair he is being.

At the close of the session, ask the children to review the feelings that were reported by each other. Summarize to the effect that we all are forced to do things we don't want to do and that we all have strong feelings about it. Emphasize too that *sometimes* there may be a reason why we should do what is expected even though we can't see it at the time.